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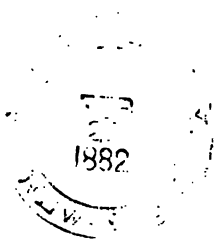
THIRTY-SECOND ANNUAL REPORT
OF THE
Superintendent of Public Instruction
OF THE
STATE OF MICHIGAN,
WITH
ACCOMPANYING DOCUMENTS,
FOR THE YEAR 1868.



~~~~~  
**BY AUTHORITY.**  
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1868.

[Handwritten signature]



NOTICE.

456

The Annual Report of the Superintendent of Public Instruction is forwarded to the Clerks of the several counties for distribution, as follows:

One copy to each County Clerk, County Treasurer, County School Superintendent, Township Clerk, (for the use of School Inspectors,) and District Director.

The copy furnished to the Director is to be deposited in the district library, if there is one; and if the district has no library, it should be kept for the use of teachers and others, and delivered by the Director, with other documents, to his successor in office.

For over thirty years, the cause of Education in Michigan has been constantly onward. In 1837—thirty-one years ago—the venerable John D. Pierce, first Superintendent of Public Instruction, and still an active worker in the cause—reported 14,297 children between five and seventeen years of age, in the State. Now we report, between five and twenty years, 354,704. He then reported \$21,375 91 expended for school purposes. In 1868 the aggregate exceeds two millions. The University Fund was then about one hundred and fifty thousand dollars. Now it is \$559,978. The University reports 1,223 students; the Normal School, 262; and the local Colleges nearly two thousand. The total expenditures for education in the State during the past year, can be hardly less than three millions.

The details and success of this mighty work will be found in these pages; and to the attention of the people of Michigan, they are earnestly commended.

An error will be found in the abstracts, in the value of school-houses in Genesee county. It should be \$129,887; making the total in the State, \$4,384,081.

RECEIVED
JAN 10 1882
NEW YORK

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DEPARTMENT OF PUBLIC INSTRUCTION, }
OFFICE OF SUPERINTENDENT, }
Lansing, Dec. 10, 1868. }

To the Honorable the Legislature of the State of Michigan:

In accordance with the provisions of the laws of the State, I have the honor herewith to submit the Annual Report of the Department of Public Instruction, and the accompanying documents, for the year 1868.

I remain very respectfully,

Yours, &c,

ORAMEL HOSFORD,

Superintendent of Public Instruction.

REPORT.

A review of the educational work accomplished by the public schools, and higher institutions of learning, of this State, shows results exceedingly gratifying.

Nothing is more evident than the constantly growing interest felt in these colleges and schools.

Perfection has not been reached in our school system, and no one claims that great improvements may not yet be made in school organization and methods of instruction. This, however, is claimed: that time is requisite to develop the real value of systems and methods, and that the experience of the past year gives abundant reason for confidence in our present school system, and affords ample ground for the belief that the fullest expectations of those who first adopted this system will be fully met.

The testimony of the County Superintendents, without exception, is that there is a rapidly growing interest manifested by both the parents and children of their respective counties, in the public schools. They represent the schools as greatly improved, and that the teachers are striving to prepare themselves to do more efficiently the work they are attempting.

This is shown by the larger number of higher grade certificates they are able to issue.

Most of the County Superintendents report that the examinations show an improvement in the scholarship of the teachers, in many instances of twenty-five per cent., and in some cases of not less than fifty per cent. Many of those whose standing was not more than sixty or seventy per cent. have raised their standing to eighty-five and ninety per cent. Many

of those who were found attempting to teach a year since, are now found in the schools, preparing themselves to teach.

This improvement in the schools, and increased interest in them of parents, teachers and children, is owing very largely to the efforts of the County Superintendents.

The following is a statement of some of their labors as gathered from their reports:

EXAMINATIONS.

These have been held in the various towns of the counties in the State. In some instances, however, it was found to be more convenient for the teachers to meet in certain prominent places in the county for examination; no teachers being present when appointments were made for examinations in other places. Appointments have been made for examinations in many townships simply to meet the requirement of the law.

It is the universal opinion of the County Superintendents that it would be a convenience to the teachers, and a lessening of the expense, to select certain business centres in which to hold the examinations.

It has been the aim of the Superintendents to raise the standard of scholarship among the teachers; hence they have been more exacting each year, requiring a larger per cent. of questions to be answered. Many have failed to reach the required standard, and, of course, failed to receive certificates, and a large majority of those who did receive them were compelled to be content with a third grade. This was emphatically true of those receiving certificates last year; but very few of the second grade, and almost none of the first, were then granted.

The Superintendents believed that by insisting upon a higher standard of scholarship, the teachers would be induced to strive for higher attainments, not only in the branches of study they were expected to teach, but they would also be led to give attention to methods of teaching, to school organization, and school government. The expectations of the Superintendents

have not been disappointed. The examinations this year show an advancement in scholarship of at least twenty-five per cent. This success encourages the teachers to still greater efforts to secure yet higher attainments.

A wider range of studies is embraced in the catalogue of branches that the teachers are required to be examined in, than are usually found in the public schools, but no branches are required which are not important for every teacher to understand. These requirements at first occasioned some dissatisfaction on the part of many teachers; they thought the requirements too severe, but already they are expressing not only their acquiescence in the requirements, but also their hearty approval of them.

COUNTY TEACHERS' INSTITUTES.

These have been held by most of the Superintendents. The Superintendent of Berrien county reports that he has held six institutes in that county; others have held nearly the same number. In Clinton, and some of the other counties, teachers' classes have been formed. These have been conducted by the Superintendents, aided by competent and experienced teachers. These classes have been continued from seven to ten weeks, giving an opportunity for a thorough review of the branches they would be required to teach. The results of these institutes, and especially of these teachers' classes, have been most gratifying.

Many of those attending the classes had never given a thought to the subject of school organization, or methods of teaching. They had given but little attention to the discussion of principles, or to the explanation of the reason for the processes pursued in the various operations performed. The branches to which they had given any attention had been very imperfectly studied, their main effort having been to memorize certain portions of the text book, or from given conditions to obtain results that should correspond with given results. But in these classes new ideas were suggested in regard to the ends

to be attained in study, a new field for thought was opened to them, their books came to occupy new relations to them, something more was to be done than simply to memorize what they found in them. Another fact was revealed to some of the teachers for the first time, and one which was quite as important for them to know as any other, viz: that there is much outside of books that must be learned before they can become successful teachers.

The *immediate* results of these institutes and teachers' classes for good, are most apparent. The schools taught by the teachers who were favored with the opportunity of attending these classes, are far superior to what they would otherwise have been. But the greatest and best results are yet to be seen.

When our schools become properly organized, and when fixed and definite methods are introduced, and when both teachers and pupils become accustomed to systematic labor, we shall see more accomplished in a single year, than has been done in many years.

Little that is valuable is ever accomplished in a hap-hazard way. Men who are successful in business have their plans matured, and their methods well defined, before undertaking their work. If they are ever tempted to trust to blind chance, and undertake to work without a plan before them, or a definite end in view, they are soon convinced of their folly, for they find failure and disappointment to be their only reward.

But in regard to our public schools, we have been hoping for success, although they have been conducted in most cases without plan or method. Such expectations are unreasonable, and failure could long ago have been predicted.

We should naturally expect that the schools would rapidly improve in character and value, and that the interest of both parents and children would be awakened in those counties where faithful, energetic Superintendents are found; and this we find universally true. Not content with simply holding institutes, they have resorted to other means of reaching and influencing teachers and parents. One of these has been the

publishing of an educational paper. Some have published a monthly, others a quarterly journal. In these papers the Superintendents have discussed practical questions, such as the teachers meet every day and are often troubled to know what to do with them. They also give such hints and suggestions as they have felt to be appropriate and needed from what they have seen in their round of school visitations.

These papers are read by the teachers and many of the parents and children. I have had the pleasure of reading copies of these papers from several counties; and if all are as good as those I have seen, I do not hesitate to say that they are doing a better work than any school journal I know of. They have more real practical worth. They are not designed to take the place of those journals, yet if the teachers could take but one, I should by all means advise them to take these little monthlies.

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This supervision has had its influence upon the schools for good. Both teachers and pupils have been stimulated and encouraged in their work. Heretofore the visiting of schools has been to a great extent neglected. There have always been a noble few school officers who have given time and attention to the duties of their office. The schools under their control have always prospered. But these have been exceptions. Little interest in the schools, or care for them, has been the general fact.

This almost universal neglect in school visitation no longer exists. In most of the counties there is constant and efficient supervision of the schools, and already they show a most manifest improvement.

SMALL DISTRICTS.

The formation of so large a number of districts of limited territory, and but sparsely populated, is a most serious evil. A small school requires as constant supervision as a large one. There are nearly, or quite, as many classes to be cared for, demanding as competent teachers as three times the number of pupils would require. To secure such teachers the same compensation must be paid as would be asked for conducting a larger school. To obtain competent teachers for these small schools imposes so heavy a tax for tuition that the people feel it to be a great burden, too great for them to bear. The result is, they seek for inexperienced, incompetent, "cheap" teachers, and they are cheap in one sense, but in fact they are the *dearest* ever employed. There are thus found a large number of inferior schools, doing but little good, and yet costing more per scholar than the best schools in the cities and large towns. By reference to the school reports it will be seen that, although very much larger salaries are paid to teachers in the large towns, yet the cost per scholar is much less than it is in the country districts. The policy of dividing the townships of the State into these small districts should at once cease.

We ought to be uniting, rather than dividing districts. In the eastern States they have for years been uniting their districts. They say the west, in copying from the east, have not failed to copy their mistakes. Now they are striving to correct these faults, while we are clinging to them, and not only that, but we are constantly increasing the difficulty by our continual divisions and subdivisions. The greatest care should be taken in the formation of new districts. There is such a desire to have the school house "near by" that many are ready to urge the thoughtless division of the township into comparatively insignificant districts, too feeble to support a school such as they ought to have. The people forget that a good school regularly sustained, far more than compensates for the trouble of sending a greater distance to attend it. Those going to a new and

sparsely settled territory must expect to endure many privations, and there are no deprivations more severely felt by the intelligent than the privileges of *good* schools. In their anxiety to have a school near their home, they lose the *good* by injudicious districting.

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The advantage which a school derives from a well furnished school room is but little realized. In a school room with ill-constructed seats, a mere apology for a table, and a chair to match, a stove broken and ready to tumble down, sifting ashes from each of its numerous crevices every time there is the least jar in the room, with windows calling loudly for the glazier, the walls and ceilings broken and dingy, the whole appearance rude and forbidding, how difficult to keep the pupils from exercising their skill in carving and drawing. These unattractive surroundings have their influence for evil, and teach lessons that ought never to be learned.

Most of the schools are entirely destitute of apparatus, even the cheapest and most simple. But few blackboards even, can be found, and those that are furnished are entirely inadequate to meet the want. There should be devoted to blackboards all the surface that can be easily reached on the entire walls of every school room. They should be arranged so that the smallest child can reach them. No teacher should be employed who does not know the use of these boards, and who would not see that they were thoroughly and constantly used.

Outline maps, charts and globes ought to be found in every school, as well as numeral frames, blocks and all that kind of apparatus which will aid the pupils to gain a clear idea of the various subjects they are required to study. Children reach abstract ideas by means of sensible objects. If there are aids to enable them to reach the abstract conception, their notions must be exceedingly imperfect, if, indeed, they fail to gain the idea at all. The child's idea of number without the aid of objects to represent it, must of necessity be very imperfect, and

there are multitudes of pupils in our schools who will be able to repeat, without the least mistake, definition after definition and rule after rule, and yet will be entirely unable to give the meaning of a single definition, or to state the principle embraced in a single rule. Their whole effort has been that of mere memory, and it would have done them nearly as much good to have memorized anything else, as to have learned what they have. The object of school instruction should be, to teach the pupils to think clearly and intelligently, as well as to impart knowledge. It is far more important that the habit of serious, effective thought should be formed in our schools, and a taste for study and reading acquired, than that they simply learn what the text books may contain. Let the contents of the text books be more than memorized, let them be mastered. To secure this, the various kinds of apparatus found in our best schools are an absolute necessity.

UNIFORMITY OF TEXT BOOKS.

One of the great evils still found in our schools, is the great diversity of text books. Every successful school must be properly classified. There must be a fixed plan in its organization, definite times for the recitations. To secure these objects, with the great diversity of text books now in use, is extremely difficult; to accomplish this work thoroughly and well is impossible.

Many of the superintendents are laboring to secure a uniformity of text books in their counties. The results of their labors thus far, have been such as to encourage them to continue their efforts. They ought to receive the approbation and assistance of every friend of our public schools, in their good work.

SUMMER VACATIONS.

A paper read before the Convention of County Superintendents, by the Superintendent of Washtenaw, on the topic of Summer Schools, was inserted in the report of last year.

This paper called out considerable discussion at the time it was read, and the attention of many has been called to the subject by reading the article. The plan of summer vacations, as there recommended, is received with favor in many places. The reports that come to the departments from every source, confirm the statement, that "midsummer schools are unprofitable—a waste of time—a waste of money—a waste of labor—and a waste of intellect, involving in the end, a loss of reputation to the teacher." From school statistics we must come to the conclusion that the heat of July and August is not favorable to school attendance. In schools commencing with fifty pupils, not more than ten or twelve would be found during these months. If it be true, as many think it is, that from the nature of the case the schools must be well nigh scholarless during these months, then certainly it would be wise to devote them to vacation.

The union schools have found it for their advantage to divide the year into three terms. The first, commencing the first of September, and continuing until holidays, having then a recess of a week or two; commencing again early in January, and having another recess, early in April, of a week; the school year closing the first of July. With a plan similar to this, I have no doubt our schools would be more efficient than they can be now. As the time is now divided, all the months most unfavorable to attending and conducting schools are included, and two and one-half months, that are the most favorable of any in the year for study, are given up to vacation. No two months in the whole year are better adapted to school work, or offer better facilities for attending school than September and October. Yet, during these months, not a door is open in a district school of the State.

Men are usually wise in employing laborers to do their work, both as respects the time of employing them, and also in furnishing them the proper implements with which they may labor the most effectually. Let parents be as wise in the most important work that concerns them. Let them be as careful in

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there are multitudes of pupils in our schools who will be able to repeat, without the least mistake, definition after definition and rule after rule, and yet will be entirely unable to give the meaning of a single definition, or to state the principle embraced in a single rule. Their whole effort has been that of mere memory, and it would have done them nearly as much good to have memorized anything else, as to have learned what they have. The object of school instruction should be, to teach the pupils to think clearly and intelligently, as well as to impart knowledge. It is far more important that the habit of serious, effective thought should be formed in our schools, and a taste for study and reading acquired, than that they simply learn what the text books may contain. Let the contents of the text books be more than memorized, let them be mastered. To secure this, the various kinds of apparatus found in our best schools are an absolute necessity.

UNIFORMITY OF TEXT BOOKS.

One of the great evils still found in our schools, is the great diversity of text books. Every successful school must be properly classified. There must be a fixed plan in its organization, definite times for the recitations. To secure these objects, with the great diversity of text books now in use, is extremely difficult; to accomplish this work thoroughly and well is impossible.

Many of the superintendents are laboring to secure a uniformity of text books in their counties. The results of their labors thus far, have been such as to encourage them to continue their efforts. They ought to receive the approbation and assistance of every friend of our public schools, in their good work.

SUMMER VACATIONS.

A paper read before the Convention of County Superintendents, by the Superintendent of Washtenaw, on the topic of Summer Schools, was inserted in the report of last year.

This paper called out considerable discussion at the time it was read, and the attention of many has been called to the subject by reading the article. The plan of summer vacations, as there recommended, is received with favor in many places. The reports that come to the departments from every source, confirm the statement, that "midsummer schools are unprofitable—a waste of time—a waste of money—a waste of labor—and a waste of intellect, involving in the end, a loss of reputation to the teacher." From school statistics we must come to the conclusion that the heat of July and August is not favorable to school attendance. In schools commencing with fifty pupils, not more than ten or twelve would be found during these months. If it be true, as many think it is, that from the nature of the case the schools must be well nigh scholarless during these months, then certainly it would be wise to devote them to vacation.

The union schools have found it for their advantage to divide the year into three terms. The first, commencing the first of September, and continuing until holidays, having then a recess of a week or two; commencing again early in January, and having another recess, early in April, of a week; the school year closing the first of July. With a plan similar to this, I have no doubt our schools would be more efficient than they can be now. As the time is now divided, all the months most unfavorable to attending and conducting schools are included, and two and one-half months, that are the most favorable of any in the year for study, are given up to vacation. No two months in the whole year are better adapted to school work, or offer better facilities for attending school than September and October. Yet, during these months, not a door is open in a district school of the State.

Men are usually wise in employing laborers to do their work, both as respects the time of employing them, and also in furnishing them the proper implements with which they may labor the most effectually. Let parents be as wise in the most important work that concerns them. Let them be as careful in

selecting the laborers, and as solicitous to have them employed when they can do the most and best work, and place in their hands the most approved implements fitted for their labors, and we shall soon see our schools accomplishing a work of which the State may well be proud.

IRREGULARITY OF ATTENDANCE.

This is pronounced by all, one of the most serious evils that affect the success of our schools. Parents fail to appreciate the detriment to their children of being frequently absent from school, neither do they realize the injury it is to the school. Claiming the right to control the attendance of their children, they often detain them at home for the most trivial reasons, suffering them to remain at home simply because they are not inclined to go to school, or it may be for the little assistance the children may render them in their labors.

These frequent absences create a distaste for study and all school duties. Such pupils soon come to disregard authority, become self-willed, idle, mischievous, requiring more of the teacher's time, patience and strength to restrain them. With no prospect of being improved, they remain a dead weight upon the school. Idleness is the parent of vice. This is demonstrated continually by the truant youth of our schools.

The evil of truancy is not confined to a few unrestrained boys who have never known what it is to be controlled at home, but it is contagious, and often becomes a wide-spread and desolating scourge. It often gives character to society. In those communities in which but little restraint has been exercised over children and youth, either at home or at school, there is formed in a very few years a society possessing a peculiar and most marked character. It is violent, passionate, selfish to the last degree, revengeful. Being impatient of restraint, they become lawless, and criminal. To live with any safety among such an impetuous people, or to enjoy the least semblance of peace among them, you must adopt their customs and habits—be rough and turbulent with them. If perchance you

should cross their notions of right, or in any way insult them, and they are easily insulted, the appeal is to the revolver or bowie knife. Such a state of society is the worst conceivable.

This is the natural out-growth of unrestrained, truant and idle childhood and youth. If we want such a state of society with us, all we need do is to encourage the natural waywardness of the youth, and a generation or two will give us a community as self-willed and remorseless as can possibly be desired.

It is, however, the effort of those having the responsibilities of the management of our schools, to secure prompt and constant attendance. Many teachers in our larger class of schools, have been remarkably successful in this work; many of their records showing an average of attendance as high as 95 and 98 per cent.

It need not be asked if these schools are as successful in their other duties. One of the chief elements of success in any work, is continued promptness. Pupils who are present in the school-room every day, and are promptly there, are sure to make diligent students and successful scholars. To attain the highest results in this direction, parents must rid themselves of the notion that they have an undoubted right to the time and labor of their children; or that in sending them to school they are to consult their own convenience simply, when they shall send them—whether once, twice or thrice a week; and when they do go, whether it be at nine or ten o'clock.

The fact is, parents have no such rights. When a community forms an association for the purpose of maintaining a school, many of the rights and interests of the individual must, for the time, become secondary. The interests of the school are paramount to individual interests. The laws of every association must be regarded, although they may often clash with individual convenience or preference. It would be absurd to attempt to manage the interests of any society, so long as the individual members claimed every right and privilege they had before uniting with the society.

In a well organized, and properly conducted school, the pupils are arranged in classes. The progress which these classes make in their various studies depends upon the progress of each member of the class. No one can be absent without the whole class suffering from it. Here, that which would, under other circumstances, have been a right and privilege, ceases to be such, as the exercise of the privilege is an injury to others.

It is to be regretted that parents, many times, fail to recognize this principle, and are found warring against the regulations instituted by school boards; regulations such as are indispensable to the well-being of every school. In a matter so important for youth as the formation of correct habits in all things, and especially the habit of promptness in whatever they do, there ought to be the most entire harmony of effort on the part of both parents and teachers to secure prompt and constant attendance at school. This should be, even if no one were influenced by the delinquency but the absentee; much more should each strive to secure these results since the whole school is to be influenced for good or ill by the conduct of those inclined to be wayward.

A prominent and very successful educator, a superintendent of the schools in one of the eastern cities, presents this subject in so clear a light that I cannot refrain from introducing a few sentences from his report to the School Board. He says:

"It is a startling fact that 132,365 half days have been lost in one year, by non-attendance of pupils. It is equivalent to the daily absence of 330 scholars. If these absentees were all from the grammar schools, six rooms, or one-half of all the building, would be left vacant each day, through all the year. The services of six teachers could be dispensed with, whose salaries would, in the aggregate, amount to about \$3,000. But the pecuniary loss is of less consequence than the paralyzing influence which irregularity produces on all the schools, retarding progress and crippling the teachers. The bad effects are not less because the cases of absence are scattered through the district. Indeed, it would be an improvement, every way, if all

absenteeism could be concentrated in one school; we should then know that only a single limb is diseased, while the whole body otherwise is in vigorous health. This fault must be corrected chiefly at home. Parents have the responsibility resting upon them, when teachers labor, as they have during the past year, to secure regular attendance. At least the blame cannot be laid at the door of the latter. Truancy goes to swell the amount of absences, and is an evil, in many cases, beyond the control of both parents and teachers. The number of truants reported during the year is 316, and the number of cases of truancy is 616. This is a subject deserving the serious consideration of the Board, and appeal should be made to the civil authorities, if the evil cannot be abated without their aid. Truancy is a most prolific source of annoyance and petty crime in every neighborhood, which, sooner or later, will be developed in its full strength. Protection to the community, as well as to the schools, requires efficient action in this matter. A special school was urged last year as a remedy for truancy. The necessity of such a school appears to me greater than ever. In other cities the experiment has been tried with very satisfactory results.

"The number is altogether too large of children of school going age, who are completely outside of school influence, destitute of parental control, without regular or useful employment, roaming our streets, present nuisances to every neighborhood where they may chance to be, preparing to become criminals hereafter, to scourge the community and fill our prisons, daily exposed to evil influences, which lead them into temptation, and confirm vicious habits, until crime of every kind becomes habitual and easy. Why are so many non-attendants upon the public schools? Doubtless it is owing, in a great measure, to the circumstances in which the families are placed to which these children belong. Want of appreciation of the value of even an elementary education on the part of parents, may have had its influence. Unremitted toil to obtain the necessities of life for the family, has doubtless compelled many parents to

neglect habits and culture of these children, who have been left to seek their pleasure without control, exposed to temptations and the influence of companions of doubtful or positively vicious character. Many children, born in the midst of degradation caused by ignorance, dissipation and vice in various forms, early become wanderers in our streets, and agents to contaminate and mislead those who might otherwise have done well.

“No work, more humane or christian can employ the hearts and hands of those who desire to do good to others less favored than themselves, than to search out the worthy poor, whose waking thoughts and weary labors of each day are all directed to secure food, clothing and shelter for their families. It should not be a matter of surprise, if many parents were to be found, who have kept their children at home, because they could not provide them with suitable clothing to appear respectably among their companions. A little sympathy, kind encouragement or material aid, might save many a child, under such circumstances, from surrounding temptations. A single individual thus rescued from a life of blank ignorance, or polluting crime, and raised to become an intelligent, useful citizen, would be worthy of all effort. Who can say how many, for the want of a proper influence at the beginning, are useless members of the community, or pests to society, requiring constant, vigilant attention of the police force and courts of justice. Self-protection, as well as benevolence and humanity, would seem to demand efficient means to reduce the number of those who appear to be destitute of instruction in our city.”

We have here hints of the condition of many of the children, even in New England, considered in reference to their educational interests, and that too, in a State once noted for the interest taken in the education of all its citizens.

How much in advance of this, are the educational facilities of Michigan? The number of children reported between the ages of five and twenty years for 1868, and the number attending school, are not ascertained as these lines go to press. The statistics will be found on a future page. But the proportion

between the two numbers probably will vary but slightly from that of the previous year, when the whole number was 338,244, and the number attending school, 243,161.

Where are the remainder? About the streets, exposed to all the influences for evil named in the report just quoted, and a thousand more. They are constant attendants upon the great FREE street school, and of the proficiency they have made in their studies let the police, the courts of justice, the jails, the reform school, the State prison, the insane asylum, speak. Why are so many found absent from the schools? Some of the reasons have been mentioned in the quotation referred to, but with us there are more serious difficulties. In many of the cities and large towns there are not sittings enough to accommodate the pupils who desire to attend. Numbers are turned away for want of room. The question has been seriously considered, in some of the cities, of limiting the period of attending school to seven years, refusing admission to all under seven and over fourteen. If there was an absolute necessity in the case it might be wise to do this, but since the only reason for resorting to this course is the lack of room, would it not be a wiser course to supply the room, erect more school edifices? It is far cheaper to build school houses and support schools, than it is to build prisons and maintain them; and, what is better, we shall have those who now attend the schools to aid in bearing the various expenses of the government, instead of their being non-producers, and supported within prison walls at the public expense.

Many of those who are now growing up in ignorance of all that is good, to become criminals or paupers, would make valuable citizens if they could be allowed the privileges of the schools. In a community as intelligent as ours, no child of proper age, nor a single youth, should be deprived of these privileges for want of room for his accommodation.

THE RATE-BILL.

This has an exceedingly pernicious influence upon the schools. From the reports which are sent from every part of the State, we learn that great inconvenience is felt from the rate-bill; very many schools are nearly broken up by it. The general practice is to send children to school until the public money is expended, and then keep them at home. So long as the schools are free, they are usually well filled and prosperous. But as soon as the tax begins to bear upon it, the school wanes and dies. There comes from nearly every Superintendent in the State an earnest protest against the rate-bill. Although the Constitution requires three months free school in every district, there are but very few such schools, except those that are graded.

The educational interests of the State demand that the question of free schools shall have the immediate and earnest attention of our legislators.

In further discussing this question, it is deemed not only appropriate, but important to introduce the testimony of those who have had experience in the management of schools, both with the rate-bill system, and with the schools free.

Much that is here given, is gathered from the Annual Report of the Board of Education of the State of Connecticut. The first quotation is from a petition sent by a large number of clergymen to the Legislature. They say: "We have become deeply impressed by the facts which have been recently brought to our attention, in regard to the present condition of the public schools of the Commonwealth. From the published reports of those who have had the superintendence of these schools during the last few years, and from our own personal observations, we have gathered results which fill us with a profound solicitude, and compel us to come before you as petitioners. We beg leave to offer a single general statement: It appears that very large numbers of children in the State are being suffered to grow up without proper education; that the statutes which aim to secure the benefit of public instruction to the poor and neglected, are almost entirely inoperative; that our

public schools are losing their hold upon the interests and affections of the people, and are failing of due financial support; that the wealthy are withdrawing patronage and sympathy; that by consequence of public neglect, the schools throughout the State, with some favored exceptions, are tending to a lower standard, in the quality of teachers, and in the instruction given. We do, therefore, earnestly petition that our public school system be made the subject of your special consideration; and we offer the three following particulars as embracing the substance of our present memorial:

1. Believing it to be demanded by the public interest and safety, that a suitable education be secured to all the children of the State, we pray you that the defects of present laws, relating to the education of neglected children, be remedied.

2. We ask that all taxation for the support of common schools be henceforth on the uniform basis of property, and that the schools be made free.

3. Being assured that the district system has proved most unfortunate to the cause of general education, we ask you to foster by every means expedient, the union of districts under town organizations.

Your petitioners believe that no matter of public concern has stronger claims on your attention than this. Free institutions rest upon popular intelligence. Our public school system is the great pledge of civil order and liberty in the future. As we love our State, its democratic forms of law and government, its free religious and social life, we should carefully guard that system of public instruction by which alone these franchises and blessings are guaranteed. We feel that our fellow citizens throughout the State ought to be immediately aroused to the great and pressing importance of this subject, and we hail the growing indications that such an awakening is at hand. We appeal to you as the chosen guardians of the State, to take the lead in the inauguration of measures which shall bring the people to rally anew around

our public schools, and which shall secure a public school education, good and free, to every child within our borders."

The Board, in their report, say that "The greatest hindrance to the improvement of our schools, is the rate-bill: it is wrong in principle and mischievous in practice. It is alike the duty and the interest of the State to furnish substantially equal common school privileges to the children of all classes. Self protection is the right and duty of the government. For this purpose it may maintain armies and navies. But, cheaper, safer, every way better than forts and fleets, indispensable as they may be; better for its peace and security, its prosperity and protection, is universal education."

In 1867, a law was passed in the State of New York, making all the schools free. The following year, Gov. Fenton in his annual message, speaking of the results of the new arrangement says: "The law of last winter, which abolished rate-bills and charges, though it has been in operation only since the first of October last, is producing a very large increase of the aggregate number of pupils at the schools, and greater regularity in their attendance. It is believed that the additional tax imposed by that law, will equal the amount of money which has heretofore been raised by rate-bills. It has the effect as will be seen, to decrease local or school district taxation, by so much as it increases the general State tax. It simply transfers the burden from the few to the many; from those with limited means, but possibly with large families, to the aggregate property of the Commonwealth.

"An examination of the assessed valuation of taxable property in the several school districts of the State will show that even for the support of inferior schools, the percentage of taxation in certain districts often largely exceeds that in neighboring districts in which there are superior schools, and the same or a greater number of children of the school age. Conceding that the education of the people is a matter of common concern, to which each one should contribute according to his pecuniary ability, the justice of reducing this local district taxa-

tion by the general State tax for the support of schools is apparent. Even should the support of free schools require an increase of this tax, I should concur in the opinion, 'that in promoting the great interest of moral and intellectual cultivation, there can be no prodigality in the application of the public treasure.'"

The prevailing sentiment is now largely in favor of free schools. This is abundantly proved by the fact, that but three States in this Union are still holding to the rate-bill system. To show the results of the free school system, I will introduce the testimony of the Superintendents of Public Instruction of various States. I would say here, that in order to gain this testimony, I was about to write to these Superintendents, when the report of the Board of Education came to this office, in which I found replies from the Superintendents of Public Instruction in the Northern and Western States, to the following inquiries, which the Superintendent of Connecticut had sent them:

1. Are your public schools free, or supported in part by rate-bill?
2. If free, how long have they been so?
3. What is the effect of *free* schools, compared with tuition schools, upon the attendance, the interest of parents and the public at large, and upon the general efficiency of the schools?

As these were just the inquiries I was about to make, and as the replies give just the information I wished, I propose to introduce them here, or so much of them as is deemed important.

The late State Superintendent of Schools in Ohio, says: "The rate-bill system once prevailed in this State, but since 1853 our schools have been *free*. The change from the old system (which we borrowed from Connecticut,) to the new, was marked with decided progress. The attendance was greatly increased; school terms were lengthened; better school houses were erected, and a new public interest in the schools manifested. Indeed, so satisfied are our people with the *free*

feature of our schools, that you would have to search 'with a lighted candle' to find an advocate of a return to rate-bills.

"My idea of supporting schools is, that about one-half of the funds needed should be raised by State taxation, and the other by local taxation; and that parents (not indigent) should supply the necessary text books and stationery.

"The notion that the paying of a part of the tuition causes parents to take an increased interest in schools, is entirely disproved by our experience in Ohio, and I may add, by that of other States. *I believe that no one of our Western States has now the rate-bill system.*"

I wish I could say that the impression of the Superintendent of Ohio is true. Michigan alone must be excepted.

The Superintendent of Illinois says:

"Under our system, the schools are absolutely *free* for *six months* in the year, and have always been so. This is a *condition precedent* to receiving any portion of the public school fund. The local boards of school directors are empowered, by law, to levy *any amount* of tax necessary, with the public funds, to maintain the six months' free school; no vote of tax-payers is required.

"Our school law also *encourages* the extension of the terms of free schools *beyond* six months. This may be done by the local boards, *ad libitum*, without a vote, if the *public funds* are sufficient for the purpose. But no *tax* can be levied for the purpose of such extension without a vote of the people (legal voters) of the district.

"Thus, a six months' free school in every district of the State satisfies the letter of the law, and entitles to a full participation in the benefits of the public funds. During this period, no rate-bills are allowed, or ever have been. Beyond this, it is optional with the people of each district, either to vote a tax to extend, or not. If they vote against extension, the directors may close the schools for the year, or permit private or 'subscription' schools to be taught. Sometimes, when there is a surplus left after the six months' free schools close, but not

enough to make the schools entirely free, an additional term is taught, the deficit being made up by rate-bills or tuition fees. But this is a voluntary arrangement between the directors and the people. No such things as rate-bills are known to our school laws, in any manner whatever, or to our school system, as such.

"It will be observed, that although we have no rate-bills, yet we have local taxation, which, in my estimation, accomplishes substantially the same object in a much better way. I should question the wisdom of taking *all* pecuniary burdens from the people, in educational matters, for there is some truth in the saying, that 'what costs nothing is considered as worth nothing; or is, at least, undervalued.'"

Again, the Superintendent says: "Our system, therefore, places our people under the wholesome influence of a gentle, but quite efficacious compulsion, to bear a very considerable share of the burdens connected with popular education; for very few districts incur the forfeiture of the public funds by failing to levy the supplementary tax."

The advantages of the free school over the rate bill system, are thus stated:

"1. It is in harmony with the fundamental principle of common schools, that *all* the *property* of a community, or commonwealth, should be taxed to educate *all* the *children* thereof.

"2. It adjusts the pecuniary burdens of the system in the most equitable manner, and enables the poor to educate their children at the minimum cost; and, surely, common schools have no higher mission or truer glory than that of bringing the blessed gospel of education and culture to the toiling masses.

"3. The stimulating effect of this feature of our system upon the number of scholars in attendance, need hardly be adverted to. Its influence in this respect is direct, constant and powerful. It is as if *every tax-payer* had paid a tuition fee, or rate-bill, *in advance*; and human nature must greatly change before such a fact will cease to be effective in urging those who have

thus paid, to seek for an equivalent in the benefits of the schools. It sends *tens of thousands* to school, and *keeps them there*, who would never otherwise attend.

"4. The same consideration enhances and vitalizes the interest of parents, and of the public at large, in the schools, and thus promotes the welfare and prosperity of the schools themselves. Where almost every man in the community is obliged to bear a part in the costs of education, whether he has any children of his own to educate or not, the number of those who take no interest in the subject will be the smallest possible. The payment of a dollar in local school taxes, will often take a man to a school meeting, and arouse him from his lethargy, when the logic and eloquence of a Horace Mann would have been in vain

"5. This feature of our system simplifies and ensures the collection of the needful funds, gives stability to the financial affairs of the schools, and enables the local school boards to forecast the future, and know exactly what resources will be available from year to year. No new machinery is required; *all* school taxes, State and local, are collected at the same time and by the same officers as the State revenues are collected, and the same proceedings and penalties attach to delinquents. This element of our plan, I deem of very great value, exempting us from all annoyances and contingences incident to rate-bills."

The Superintendent of Indiana writes in answer to the inquiries before mentioned:

"1. Our public schools are *free*. The Constitution, in originating these schools, provided that they should be free; declaring it to be the duty of the General Assembly to 'provide by law for a general and uniform system of common schools, wherein tuition shall be *without charge*, and equal to all.'

"2. These schools have been free since their origin, which was in 1852.

"3. Effect of *free* schools upon *attendance*, *interest of parents*, and the public at large.

(a) "Attendance: when the free term closes and the school changes to a subscription or pay school, a very heavy per cent. of pupils withdraws, sometimes 25 per cent., sometimes 40, and even 60 and 70. In many cases, no effort is made to continue the school as a pay school, there being no encouragement for such.

(b) "Interest of parents: The above answers this question in one of its phases, namely, in willingness to send to the *free*, but not to the *pay* school. In another phase, namely, *visiting* the schools. I am of the opinion that our people *visit* the free schools much more than they do the pay schools.

(c) "Effect upon the public at large: This question comprehends so much that I shall not be able to answer it save in a very restricted sense.

"First. These schools *quicken* the general educational spirit of the people.

"Second. They call out systematized efforts.

"Third. They give education more prominence, because of these systematized efforts."

The Superintendent of Iowa writes: "The 'rate-bill' system of schools was abolished in Iowa ten years ago. During the decade which has since passed, while the number of persons of school age has increased ninety-one per cent., the number of schools has increased one hundred and thirty per cent., the attendance in the schools two hundred and twenty-three per cent., and the number of teachers two hundred and forty-seven per cent. During the same period, the compensation of male teachers has advanced forty-seven per cent.; that of female teachers ninety per cent.; while the aggregate amount paid to teachers annually has increased four hundred and eighty-six per cent. For the support of common schools alone, Iowa annually expends upwards of two millions of dollars,—more than nine-tenths of which is raised by voluntary taxation.

"And not only are the common schools as free as air to all youth of the State, from five to twenty-one years of age, without regard to sex, wealth, color, or nativity, but even the High

Schools and the State University stand with open doors, inviting all to receive a higher education 'without money and without price.'

"The adoption of a liberal policy in regard to our schools in 1858, and its subsequent continuance, have operated as a powerful stimulus in the development of our educational system, of which the figures previously given, bear abundant testimony."

The Superintendent of Pennsylvania says in his reply: "I have had no experience under the plan of rate-bill public schools. Since 1834, the public schools of Pennsylvania have been wholly free.

"I should oppose the introduction of the rate-bill system here, for the following reasons, founded upon observations made in neighboring States:

"1. It is a departure from the fundamental idea, in accordance with which public school systems were established. This idea is, as I understand it, that all money to be used for school purposes should come from a *general* fund, or be raised by a *general* tax—that instruction should be free to all.

"2. It operates unequally on rich and poor. It relieves the rich of a tax which is imposed upon the poor.

"3. It decreases the attendance of pupils at the schools; for many poor parents will keep their children at home, in order to avoid the payment of rate-bills. This statement, I am satisfied, will be borne out by a comparison of the educational statistics relating to the matter in States where the system exists, and in States where it does not.

"4. If parents and the public generally do not take an interest in the education of their children for higher reasons, they will hardly do it, because they are compelled to pay rate-bills. It is possible that in States where the expenses of the schools are defrayed altogether, or nearly altogether from the proceeds of a fund, the people may lose interest in them; but in Pennsylvania, where the people contribute over \$6,000,000 per annum for school purposes, every cent of which is raised by taxation, and where \$2,500,000 are paid yearly for text-books, we do not

need rate-bills to create any interest in school matters, which can arise from pecuniary considerations.

"In short, I have not observed a single advantage that legitimately grows out of the rate-bill system, and I sincerely hope your fight against it in Connecticut will prove a successful one."

The following extract is from the reply of the Superintendent of New Jersey: "I regret to say that, as our schools, like your own, are also partly supported by rate-bill, I cannot give you the information which you desire.

"From your letter I judge you are striving to make your schools free; I, too, am striving for the same object.

"We, as American citizens, fail in providing for the greatest safe-guard to our Republic, just so far as we fail in providing free schools for our children. May the time soon come when 'tuition fees,' that great barrier between poverty and intelligence, may not be known in our land. We have no right to ask the poor man to pay for the education of his children. It is capital that is made more productive and more valuable by intelligence in the community, and it is capital that should make education free."

"For many years," says the Superintendent of New York, "before the 'odious rate-bill' was abolished in this State, it had been gaining a very bad reputation. It kept thousands of children out of the schools; it was, substantially, a tax upon parental affection and solicitude, and a stumbling block in the way of knowledge. Its operation could not be defended, and its abolition met with no objection. Its existence was even infamous.

"The law of 1867, providing free instruction to all the children of the State, though it did not go into operation till October, has already resulted in an average daily attendance of pupils at the schools of the country districts, twenty or twenty-five per cent. greater than during the same period in the previous year. It has already been found necessary, from this cause, to increase the accommodations for the children in many districts.

A State tax for support of schools is more equitable than taxation of counties and smaller localities.

"The late Constitutional Convention inserted a provision in the 'New Constitution' which will, probably, make our schools *free* during the next quarter of a century. We rejoice, and are exceedingly glad."

In the New England States the rate-bill is unknown except in Connecticut. In most of these States the schools have always been free. The Superintendent of Maine says: "Our schools are as free as air and water to our children, costing *them* nothing; and the parents pay self-imposed State taxes only. They have always been free,—never supported by tuition or rate-bills."

The statement which follows, from the Superintendent of New Hampshire, is worthy of special notice, as it puts several points in strong light, concerning which, there is a difference of opinion. He commences with the statement "that the public schools of New Hampshire *are free* and *always* have been. They were never supported by 'rate-bills' or tuition. The very first legislation upon the matter of schools, which was in 1693, made provision for their support by general taxation, and the same principle has uniformly prevailed from that day to the present. The idea of the legislation, in this regard, in New Hampshire, seems always to have been, that the public school was a public interest of so super-eminent and universal importance, that it could rightfully claim to be *fully* supported at the public expense, and should not, even impliedly, be left to the uncertainty of *voluntary* individual support, in the form of 'rate' or 'tuition' contributions. I say *voluntary* individual support, for if I understand the 'rate' system aright, it is so far voluntary that any one may avoid paying rates, by withdrawing his children from school when the money raised by general taxes shall have been expended. Now, it seems to me that the only true idea is, that *every* child in the community should have *free* and *equal* access to the privileges and advantages of the common school. Under the rating system, the

child of the poor man, who cannot afford to pay tuition, or of the penurious man, who will not pay it, is liable to be cheated out of educational privileges which the child of the man of more abundant pecuniary means, or of more liberal disposition, may enjoy. But the community should see to it that it receive no detriment from ignorance. It owes it to itself, and to the rising generation of citizens, that no child shall be subject to the liability of being defrauded of equal privileges in the acquisition of the modicum of knowledge and mental discipline afforded by the public schools. Anything is dangerous that tends to rob the public school of one of its noblest characteristics, namely: *impartial applicability to the whole rising generation*. As it seems to me, the rate system does this; and improperly, to a certain extent, takes it out of its proper relation, and classifies it with schools established upon private and exclusive foundations. This must be a perversion of the true idea of the *Common or Public school*.

"Of course, you know better than I do, the practical operation of a usage which deviates from the *freedom* principle, as does yours in Connecticut, in this matter of special rating; but I should suppose that it would materially impair the efficiency of any common school system. I should suppose it would breed much trouble, generate bad blood, from attempts at evasion, and other causes which would work much injury. I should suppose it would tend to bring more or less odium upon the common school system.

"A perfectly *free* system, sustained by general and equal taxation, and extending a perfect equality of privileges, tends to make the school the focus of the warm and glowing interest of *all* the parents, and of the whole community. The school is dignified in the popular mind, as a most important *public concernment*. It tends to cultivate a *respect for school time*, as something too precious to be lost in non-attendance, or irregular attendance,—two pestilent evils, which should be put under ban, rather than invited and perpetuated by appeals to poverty and avarice, as it seems to me is done by the rating system.

“For I take it, that while the children of those who pay the rate-bills may be in attendance during the whole term, prolonged by the rates, the children of those who, through inability or indisposition, do not pay them, are not in attendance. Now the parents of those attending throughout the term, may have a due interest, while it could hardly be expected that the parents of those whose privileges are curtailed would have. I should suppose, too, that in respect of attendance, the rating system would seriously impede regular progress, would prevent proper classification, and would be a serious obstacle to gradation—that consummation so devoutly to be wished for by all who would have common school instruction do its perfect work. In fine, I can but believe that such a deviation from the idea, that the public school should be entirely *free*, as is involved in the rating system, is highly detrimental to the interests of education.”

The Superintendent of Massachusetts says: “The public schools of every grade are entirely and absolutely, and as a matter of right, free to all the children on its soil, without distinction of sect, rank, color or race.

“Our schools have been ‘free schools,’ and supported by general taxation, from a very early period, probably nearly *two hundred years*. After a pretty careful reëxamination of this subject, since the receipt of your letter, I have become satisfied that, so far as the right of *attendance* is concerned, our public schools have been free—open to every child—from their origin; while different methods of supporting them prevailed during the colonial period of our history. I can find no instance to the contrary. This distinction has been overlooked by some who have held other and adverse theories, and have attempted to find support for them in our venerable statute of 1647, which was soon after adopted in Connecticut. This statute required that every town having fifty householders ‘shall appoint one within their town to teach *all such children as shall resort to him,*’ &c., whose wages shall be paid, either by the parents or masters of such children, *or by the inhabitants in general,*

by the way of supply, as the major part of those that order the prudentials (Selectmen) of the town shall appoint. This statute provides: First, that the towns shall maintain a public school, open to all who choose to attend. Second, that the wages of the teacher may be paid, either by the parents or masters of the pupils attending the schools, or by the whole population, as the authorities of the town may decide.

"These provisions of the law are a fair expression of the practice of the towns, from the origin of their schools to the date of its passage. This practice varied in different towns, and at different periods in the same towns. In most, the teacher was paid, either by voluntary contributions, or by the income of public property, given by individuals or by the General Court for this purpose, or by taxation; or, 'general rate,' as it may be called. In others, he was paid in part by 'general rate,' partly by the voluntary contributions of the wealthy friends of education, or else by the parents of the scholars. But whatever might be the method of supporting the school, the obligation always rested on the town to keep it open to all who chose to attend.

"Gradually, these various modes conformed to that of taxation or 'general rate,' so that in the revision of the laws under our Provincial Charter, in 1692, the following provision was substituted for that of the original law: 'And the Selectmen and inhabitants of such towns, respectively, shall take effectual care and make due provision for the settlement and maintainance of such school master, or masters.'

"From the time of this enactment to the present, there is no reason for doubt that our public schools have been not only *free too all*, but have been supported by 'general rate,' although no Statute has ever expressly defined or required such a method.

"This system is in full harmony with the principles which underlie and give vital force to our civil polity. We believe, with Martin Luther, that it is the duty of a Christian State to educate all its children; that the education of the children of all

classes in the same schools is the only fit way of preparing them for the right discharge of their duties as equal members of a free State; that in no other way so well can the whole number of our children be made to attend upon our schools; or the schools themselves claim and secure so large a share of the care, sympathy and effort to give them efficiency from the fathers and mothers of our youth, or from the community at large.

"Take from the public schools of Massachusetts the two characteristic features of entire freedom of attendance, and support by general taxation, and you have at once robbed them of their highest value, as the means of educating our people, and inflicted an incurable wound on our social and civil State.

"Of *such* a change I have no apprehensions. It will only come when our people shall have been smitten with more than Egyptian blindness."

In Rhode Island, the "rate-bill" has been abolished during the present year. The Superintendent in speaking of this system says: "My own experience is that the whole system of rate-bills is a mistake. The first idea of our fathers was, that schools should be established for the education of *all* the children of the land. The second idea was, that these schools should be *free*. The rate-bill system conflicts with this latter idea. The schools ought to be perfectly free in the country, as well as in the city. When the rate-bill system was established, the argument was, that if parents and guardians had to pay something for tuition, they would value the privilege more. The result has shown that this argument is entitled to no weight whatever; on the contrary, the effect is bad, in keeping many of the poorer scholars from school. The children who are thus kept from school, are the very ones who need the advantages of a school most, and whose education it would be a saving to the public treasury to make entirely free. Either the State should appropriate enough, or require the towns to raise enough, to maintain *free* schools for at least eight months of the year."

Gov. English, of Connecticut, in his annual message, speaking of the public schools says: "The report of the Board of Education shows the condition and management of the public schools to be greatly improved throughout the State. It appears that since the organization of the Board, in 1865, the public interest in education has increased to such an extent, that the amount contributed from all sources for the support of the common schools, has more than doubled in that time, or advanced from \$453,668 25, to \$983,890 32. During the past year, it has increased more than a quarter of a million of dollars, and this *mainly from taxes laid by the people upon themselves.*

"The Board are unanimously of the opinion that the rate-bill system should be abolished, and the schools sustained at the common expense. It is certainly desirable that all the schools should be under a uniform system; and the fact that the free school plan has been very generally adopted throughout the State, while the rate-bill system is becoming the exception rather than the rule, renders the change an easy and practicable one at the present time. The very idea connected with a common school is, that it should be free, or supported at the common expense, while the rate-bill is essentially a tuitional charge."

There is a remarkable unity in the sentiments expressed in the communications here introduced. The conviction is becoming universal, that the "rate-bill system is a dead weight upon our schools," and that they can never do the work they were designed to do, and are competent to do, so long as this system is retained. Many of the difficulties referred to by these correspondents, are matters of daily experience with us. Not a term of school passes, where the rate-bill is resorted to, to pay the expenses of the school, that does not exhibit some of these hindrances to the realization of the best interests of the schools.

In all of the cities of the State, and most of the larger towns, the rate-bill system was abandoned long ago. There is now no attempt to return to it, showing that all are satisfied that the

free school system is the best. In common with other States, we copied the rate-bill from the Eastern States. We now stand alone in retaining it. New York has recently abolished it—as we see by the Superintendent's report—and with immediate and marked advantage to the schools, in the number in attendance, in the increased promptness and constancy in attendance of each pupil—as is shown by the general average of attendance as given by the statistics—and, as a necessary result, an increase of interest in the schools on the part of both parents and children, and in the more rapid progress of the pupils in their studies.

The good of every school demands a thorough grading and classification of the pupils. The progress of classes depends upon the diligent industry of every pupil. One indolent, stupid boy or girl is a dead weight upon the class. Frequent absence of a single scholar is a great hindrance, not only to his progress, but to the advancement of the whole class. A single absence of a single pupil is an evil, and should if possible be avoided. But the repeated absences of numbers in a class, as is the case in a multitude of our schools, is absolute destruction to the real value of class and school. Many teachers are often written down as *worthless*, because of the irregularity of the pupils in attendance. It is a fact too evident to be denied, that our schools are shorn of one-half their power for effective work by this cause alone. Every parent and school officer ought to be ready to exert every influence possible to change this state of things, and should be willing to do every thing in their power to put an effectual stop to this great evil.

The whole tendency of the rate-bill system is to increase and perpetuate this annoyance. It offers a reward to absenteeism. The rate-bill is made out for each pupil for the time of attendance. Every day's absence lessens the rate. So great is this influence on many, that they keep their children from the schools entirely. Others, if they wish the services of the child for a half day, or a day, say it will lessen the school tax, and I shall have the labor. These considerations furnish ample

excuse for retaining the boy or girl at home, and when the term ends it is found that the excuse has been made more than a score of times. What interest can pupils acquire in study who are treated in this way year after year? They can have none at all; and it is really a wonder that the schools do as much good as they do with so much against them.

From the letters he received, the Superintendent of Connecticut was led to believe the following facts and conclusions established:

1. Many States copied the rate-bill from Connecticut.
2. All these, with one exception, have given it up.
3. The results of the change are favorable, and meet universal approval.
4. No State that has once tried the *free* system has since adopted the rate-bill.
5. The *free* system greatly increases the whole number in attendance.
6. It lessens tardiness, irregularity, and truancy, and thus increases the average attendance.
7. The free system elevates and dignifies the school in the esteem of the pupils.
8. It enhances the interest of the parents.
9. It quickens the educational spirit of the whole people.
10. It has tended to lengthen the school terms.
11. It has led to the erection of better school-houses.
12. It economizes the expenditure of money, securing better results for the same money.
13. The rate-bill is a prolific source of trouble and strife.
14. It is burdensome and odious to the poor: imposing an unequal tax upon those more blessed in their children than in their basket and store; becoming a tax upon parental affection, and a barrier between poverty and intelligence.
15. The *free school* tends to break down invidious distinctions and to fraternize the people.

Need there be anything more said, or any more evidence adduced to lead those who have the power to abolish a system

so deleterious to the best interests of the public schools? Having adopted the system in common with other States, let us not longer retain it, since all the others have abolished it, and many of them years ago.

The Superintendent of Connecticut says of the rate-bill: "It is everywhere known as the "*Odious*" rate-bill. It got this name in the west, where it was copied from Connecticut, but it fell under popular odium and condemnation, and now survives in but one of those progressive States. In these times, it will bring odium upon any State that retains it. The best schools in Connecticut are found where they are free." The same is emphatically true in Michigan. And can we afford longer to retain this system? Let it at once be abolished.

The County Superintendents are a unit in their utter condemnation of the system. I doubt very much if a single teacher can be found who would not gladly sign a petition for the abolition of the rate-bill. Many of the township inspectors and district officers are loud in their denunciations of it, and the people themselves demand a change. Not unfrequently do letters come to me with inquiries and statements like the following, dated Nov. 28, 1868:

"DEAR SIR: A large number of the people in my district, wish a law passed, allowing a State tax for the support of schools. The present law operates very unevenly. A large number of my constituents desire a change in the present law. What can be done to secure this change." My reply is, the right of petition is open to all. The way to effect a change in the laws, is by a demand from the people by means of the petition.

I cannot doubt that the present Legislature will proclaim to the world that our public schools shall hereafter be as free as the air we breathe. Nothing could be done that would more surely attract industry, intelligence and wealth to us than to make our schools free. With intelligent men there is no one consideration more weighty in determining where they will *seek homes* than the advantages of education. The education

of their children is the first and paramount consideration. They will subject themselves to many disadvantages if they can thereby secure good schools. An inferior location will carry the day against the superior one, if it furnishes better facilities for education.

Our reputation for good schools, and as having a good school system, is an enviable one, and is attracting thousands to our unoccupied territory, and to engage in the numerous mechanical industries, bringing abundance of wealth to us, and developing immensely more. Let not the "odious rate-bill" be left to mar this prosperity, or blight the future so full of promise.

LIBRARIES.

The district libraries have proved a failure. The reports from all parts of the State, are that no district libraries can be found, except those belonging to some of the Union Schools. Many of the townships had secured the nucleus of a valuable library, consisting in many cases of hundreds of volumes. In the change from township to district libraries, the books became scattered, and now scarcely one can be found.

What the real cause of the failure is, is still, perhaps, a question. The friends of the change say that when the change was made, all means for replenishing and preserving these libraries were cut off. The old law required the appropriation of \$25 annually as a library fund. The law permitting the change withdrew the appropriation, and substituted in its stead, the money obtained from fines, Sec. 116 of Primary School Law. "The clear proceeds of all fines for any breach of the penal laws of the State, and for penalties, or upon any recognizances in criminal proceedings, and all equivalents for exemption from military duty, when collected in any county, and paid into the county treasury, together with all moneys heretofore collected and paid into said treasury on account of such fines or equivalents, and not already appropriated, shall be apportioned by the county treasurer, between the first and tenth days of April each year, among the several townships in the county, accord-

ing to the number of children therein between the ages of five and twenty years, as shown by the last annual statement of the County Clerk on file in his office, which money shall be applied to the purchase of books for the township or district libraries, and for no other purpose."

The use of this money then, for any other purpose than for these libraries is manifestly illegal. The decision given by the Supreme Court, in case of the School Board of Detroit, *vs.* The Supervisors of Wayne county, was that the *entire amount* of fines, &c., collected, belongs to the library fund. This decision gave into the hands of the school board of that city several thousand dollars to expend for books, and is yearly adding thousands more, so that already they have secured to the city a fine library, which is yet destined to rival any in the west. Other cities have received some aid from this source to establish and maintain a library. But in all the small country districts, and indeed in many of the larger towns, there has been almost no money distributed. In some instances the supervisors have directed the appropriation of fines to the general fund. This order of the supervisors, however, does not relieve the County Treasurer from his obligation to make the appropriation as the law directs, for the supervisors have no more control over the fines than over the primary school moneys. School officers have the right to demand the return of all moneys which have been otherwise appropriated, which this law has set apart for a library fund. Notwithstanding all this, but little has been appropriated for library purposes, and in the vast majority of townships, no appropriation whatever has been made. There have therefore, in fact, been no funds in the hands of the district officers that could be used as a library fund. Under these circumstances, no library could exist however favorable other conditions might be. Hence, the friends of the district libraries claim that the plan has not had a fair trial, or what would be nearer the truth, it has had no trial at all.

The friends of township libraries claim that there is an ele-

ment of weakness in the district system which would prevent its successful operation, even under the most favorable circumstances.

The size of a library determines its value as well as the character of its books. A small library can exert but little influence, while a large one would command universal respect. They therefore conclude that the township libraries, which had begun to exert an important influence, were destroyed by the division into the small, and comparatively insignificant ones of the several districts.

It is of little importance, perhaps, to discuss the relative value of district and township libraries. There is, however, a question vital to the educational interests of the State that ought to be seriously considered, and immediate action taken in reference to it, and that is the creating permanent libraries in at least every town in the State. No one questions the value of these libraries, who has been at all acquainted with those communities that have had access to them.

In the eastern States there are many towns whose chief attraction is their public library. Of the value of these libraries, one who has been familiar with us for many years thus speaks: "Libraries supplement the school. Their volumes are diligently used by the older pupils. In Framingham, where my home has been for many years, I have closely observed the influence of a free, and well selected library upon the young. Large numbers walk two, three, and even four miles, every Saturday, to draw books. They have greatly increased the means of early education. The report from Farmington says: 'The large majority of patrons now are school boys and school girls, who would otherwise have access only to the Dime Novel or the New York Ledger. If one early becomes a good reader, and acquires a taste for reading, and a love of learning, he will, for the rest, train himself, assured that his education is only begun when his school-days are ended. To complete it will be the aim and pleasure of his life. Give him access to a library, and then place him where you will; let his calling be what it

may; though the summons to labor be early and its release late; still he will find leisure for study, and will feel an insatiable desire for self-improvement. This great end of study should largely determine both topics and methods of instruction. To awaken such interest, and urge such incentives, to impart such impulses, and form such habits of thoroughness in study as will lead pupils to be studious through life, should be the controlling aim of the teachers. Many instances of self-educated men, in different parts of the State, have come to my knowledge, whose eminence and success are largely due to an early taste for reading, and access to libraries. Such facts should be given to our youth, especially those just entering upon the active pursuits of life, who are so apt to think that they can find no time for self-culture. But is the little leisure which they have, well improved? Should the evenings be idled away, because the days must be occupied with business or labor?"

Another, equally familiar with the benefits of a public library, says: "Our library not only furnishes a supply of reading to the pupils of our schools—which is in the line of, and auxiliary to their school work—but it largely supplements it. It leads the pupils through a wide range of knowledge, and offers them, also, a most healthy mental recreation. It comes in, too, as an educational power, in the case of those—or many of them—who, from indifference, or the necessities of physical labor, are not in our schools, though of school age; and so, also, it is a constantly educating power with many who have passed beyond the age of school instruction: the middle-aged men and women in our houses and shops, and on our farms, many of whom perhaps, had, when young, but little of the advantages of the school, and now find in the library a most welcome employment of their leisure evening hours.

"A public library is the most economical provision of reading matter for a community. Thirty thousand volumes, owned by different persons and families, would not be read as much as our three thousand now are; and we save, in private expenditure for books every year, far more than our library costs us.

The book peddlers say that their business is nearly ruined by our library."

Testimony of this character might be furnished without limit. It does not, however, seem necessary to urge the importance of establishing and maintaining good township libraries. Some action should be taken immediately, to secure to the library fund a sufficient amount to enable those who have the charge of them to add yearly new volumes, as well as to preserve in good condition what may have been secured. The growth of these libraries may be slow, yet, with these constant additions, they will, in a few years, become exceedingly valuable. If authority could be given to the county Superintendent to look after moneys arising from fines, &c., which the law has set apart for library purposes, and the township system be again established, it is believed that valuable libraries would, in a few years, be found in every township in the State. The value of these libraries as an educating force, cannot be overestimated. A greater good could not be bestowed upon a community, than to place within their reach a supply of well-selected books. Such a community would soon become noted for their intelligence, industry, and high-toned morality. It would become such a people as makes the State strong, wealthy and respected.

These libraries the people greatly need, and it is to be hoped that the want will be speedily met.

COUNTY SUPERINTENDENTS.

The following is a list of County School Superintendents now in office. Those in Berrien, Cass, Hillsdale, Ionia, Kalamazoo, Lapeer, Leelanaw, Manistee, Mason, Mecosta, Newaygo, Oakland, Ottawa, Shiawassee, and Van Buren, have been appointed to fill vacancies occasioned by death or resignation.

When the law creating County Superintendents went into operation, Alexander Pope was duly elected in Houghton county; but it was found that the county had not the ten districts required to entitle it to a Superintendent. With the increase of

population, the requisite number has since been reached, and in accordance with what is known to be the design and spirit of the law, the office has been filled by the appointment of W. P. Sidnam. The organized counties not entitled to Superintendents, because not having ten districts, are Alpena, Antrim, Cheboygan, Chippewa, Delta, Emmet, Iosco, Mackinac, Manitou, Marquette, Menominee, and Ontonagon:

COUNTY.	NAME.	P. O. ADDRESS.
Allegan,	J. M. Ballou,	Allegan.
Barry,	J. H. Palmer,	Nashville.
Bay,	P. S. Heisardt,	Bay City.
Berrien,	H. A. Ford,	Niles.
Branch,	A. A. Luce,	Gilead.
Calhoun,	Eph. Marble,	Marshall.
Cass,	A. H. Gaston,	Cassapolis.
Clinton,	E. Mudge,	Maple Rapids.
Eaton,	Frank A. Hooker,	Charlotte.
Genesee,	L. C. York,	Flint.
Grand Traverse, ..	H. P. Blake,	Traverse City.
Gratiot,	G. S. Brown,	Ithaca.
Hillsdale,	P. B. Cook,	Litchfield.
Houghton,	W. P. Sidnam,	Houghton.
Huron,	C. B. Cottrell,	Port Austin.
Ingham,	Geo. W. Brown,	Williamston.
Ionia,	E. V. W. Brokaw,	Ionia.
Isabella,	Albert Fox,	Isabella.
Jackson,	A. B. Darragh,	Jackson.
Kalamazoo,	W. T. Smith,	Schoolcraft.
Kent,	C. C. Bicknell,	Cedar Springs.
Keweenaw,	James Pryor,	Eagle Harbor.
Lapeer,	J. H. Vincent,	Lapeer.
Leelanaw,	Geo. N. Smith,	Northport.
Lenawee,	C. T. Bateman,	Adrian.
Livingston,	L. W. Bush,	Howell.
Macomb,	Daniel B. Briggs,	Romeo.
Manistee,	Charles Hurd,	Manistee.

COUNTY.	NAME.	P. O. ADDRESS.
Mason,.....	Dr. E. Doty,.....	Ludington.
Mecosta,	G. W. Warren,.....	Big Rapids.
Midland,.....	E. P. Jennings,.....	Midland City.
Monroe,.....	Charles Toll,.....	Monroe.
Montcalm,	J. F. Covel,.....	Palo.
Muskegon,	D. McLaughlin,.....	Muskegon.
Newaygo,	Cyrus Alton,.....	Newaygo.
Oakland,.....	P. M. Parker,.....	Pontiac.
Oceana,.....	J. Boynton,.....	Pentwater.
Ottawa,.....	A. W. Taylor,.....	Grand Haven.
Saginaw,	J. S. Goodman,.....	East Saginaw.
Sanilac,	C. S. Nims,.....	Lexington.
Shiawassee,	F. W. Hewes,.....	Corunna.
St. Clair,	J. C. Clarke,.....	St. Clair.
St. Joseph,	C. M. Temple,.....	White Pigeon.
Tuscola,	S. N. Hill,.....	Vassar.
Van Buren,	E. Cleveland,.....	Lawrence.
Washtenaw,	J. D. Pierce,.....	Ypsilanti.
Wayne,	L. R. Brown,.....	Rawsonville.

REPORTS OF COUNTY SUPERINTENDENTS.

ALLEGAN COUNTY—JAMES M. BALLOU, SUP'T.

The schools in this county have improved very much since my former report was made. At that time, only one of the eight Graded Schools was thoroughly graded and classified; during the year, four have passed through the process, and are now doing better work. The teachers show an increased interest in preparing themselves for their work. They read edu-

cational works and review their studies. Some are taking especial pains to prepare the lessons which they are to hear recited, so as to be able to conduct their recitations without the aid of the text book.

I occupied nearly the whole time for three months last winter, and three months during the summer in visiting schools. There has been great improvement in the year, especially in system and methods of teaching. During the winter, there were fifty male teachers employed, and one hundred and twenty females; and during the summer five males and one hundred and sixty females. In the winter, ninety-five per cent. of the female teachers were successful, and eighty-four per cent. of the male teachers.

A number of large, comfortable and convenient school houses have been built. Some districts are providing themselves with apparatus, some are setting shade trees, and some are fencing their grounds.

As far as I have heard, a sufficient tax has been voted to run the schools the coming year, without resorting to the "Rate Bill."

Since making my former report I have granted two hundred and thirty-one certificates; fifteen of the first grade, twenty-three of the second, and one hundred and ninety-three of the third grade. My examinations have generally been well attended, and the citizens and school boards have manifested a commendable interest, and many times my labors have been made pleasant by the kind assistance of the friends of education.

I have held two County Teachers' Institutes this month, one at Wayland, commencing August 31, and one at Plainwell, commencing September 7, each continuing five days; and expect to hold two more in October. Last April a State Teachers' Institute was held at Otsego, in this county, with a very large attendance. I have written several articles, which have been published in the local papers.

The libraries in the county are in a poor condition, especially in the townships which have district libraries. The nine town-

ships which have township libraries are doing some better. Some townships are increasing their libraries every year. I have ordered books for some of the townships, and others have library moneys on hand.

Last spring I introduced the system of monthly reports, and I am satisfied that they have done much good.

Upon the whole I am well pleased with what has been accomplished by our schools during the year.

BARRY COUNTY—JOHN H. PALMER, SUP'T.

The report from this county must necessarily be imperfect, from the fact that three townships have failed, thus far, to make any report to the County Superintendent for the current year, and nothing is known of their condition further than what has been gathered in the annual round of school visitation.

Generally, the prospect is encouraging. There is in many localities more interest displayed in all matters pertaining to education than has ever before been known in this county, and a spirit of emulation, impossible under the old system, is doing much to build new houses, repair old ones, secure good teachers, sustain discipline, and keep the cause of the school uppermost in the minds of the people. It is true, however, that in some portions of the county, the early prejudice against the "new arrangement," as the present system of county supervision is generally termed, is not wholly extinct, but there is far less of it than a year ago, and I do not think five hundred votes could be obtained in Barry county for a return to the old method.

The schools have, during the past year, been more than usually successful, although a few reports have been made of lack of ability to govern on the part of one or two young teachers. Upon investigation it was generally made manifest that some of the censure for mismanagement rested with patrons and officers, as well as with the teachers, and so sel-

dom does it occur that a teacher fails to make an average success where the school boards earnestly coöperate in sustaining good order, that it is the almost necessary conclusion that failures to "govern and teach" are as often the result of bad management on the part of the district, as on the part of the teacher.

In granting certificates as much of an effort has been made to raise the standard of qualifications as was deemed judicious under the circumstances. The first necessity was to supply the schools with teachers; and the standard was graduated more according to that idea than any resolution of Association or State Convention.

The whole number of applications for the year ending Sept. 7th, 1868, was 316. The whole number of certificates granted, 279. First grade, 8; second grade, 83; and third grade, 188. Refusals, 37. The number of refusals may be small when compared with other counties, but it is all that I could reject and keep the schoolrooms filled with qualified teachers.

It may not be improper to mention the fact that among my best teachers are some who have enjoyed the privileges of the Normal School. So well satisfied am I of the immense benefits resulting from thorough training for the responsible work of teaching, that I think the State would be a gainer were there such a school in every congressional district in the State.

Three Institutes have been held in this county during the past year, which were well attended and proved to all connected with them very pleasant and profitable. Three common school celebrations have also been held, and the results in townships in which they were held were very gratifying. One hundred and fifty-seven visits have been made to schools, thirty-seven evening lectures on matters immediately connected with school interests have been delivered, and seven sessions held with district boards and inspectors for special purposes.

While the prospect is thus fair, there are some things not so pleasant to look upon, which deserve notice. About one-eighth only of the schools have dictionaries, some ten or a dozen have

outline maps, but they were all purchased some years ago and are, many of them, by the lapse of years and political changes, rendered well-nigh useless.

They are generally well supplied with report books, but in cases where they own these valuable aids they are not always used.

Primary charts, State maps, writing charts, globes, in short, almost all kinds of school furniture are known only in name.

The average value of school-houses is \$398 36, an increase over last year of \$15 13. Too many good houses stand open to the highway, and thus meet with many easily avoided mishaps, and are broken down, and reported as "unfit for use," long before such a report would be necessary were they protected by strong enclosures. But nine houses in the county are properly fenced.

Wages average a little higher this year than last for female, and not quite so high for male teachers. The average for females in 1867 was \$13 98. This year it is \$17 65. For male teachers in 1867 the average was \$37 30; this year it is \$36 02. The wages have not kept pace with the advance in other countries bordering on this, and the result is that many of the best teachers go away from home to pursue their calling.

With all these drawbacks, it is safe to say that there has been a general improvement, and the good work is still going on. What is needed more than any thing else is a knowledge on the part of the people, of how much their own immediate prosperity depends upon the education of the masses. When every voter shall feel that he puts money *into* his pocket when he invests a portion of his means in the necessities for the spread of general intelligence, rather than that he takes his money *out* of his pocket to his own irreparable loss, the millennium of the Common School is not far away.

BAY COUNTY—P. S. HEISARDT, SUP'T.

Almost the entire county of Bay, with the exception of the towns lying on the Saginaw river, is comparatively a wilderness. The schools in the distant townships are small, but I am happy to say, the houses are mostly new, commodious, and in good condition.

In the village of Wenona, opposite Bay city, there was built in 1867, a fine brick school-house, and a school was opened in January last; and both the building and the school are an honor to the place.

District No. one in Portsmouth, made provision for a brick building, and I believe it will soon be completed, and in Bay city there is in process of erection, a high school building, to cost \$50,000.

The people are more attentive to educational interests than when I first came here, yet salt and lumber have still more than their share of attention.

In visiting the schools, I can scarce ever prevail upon any of the district officers to spend any time at the school-house with me, and seldom any of the parents; but I hope in my next round of visitation to find an improvement in this respect.

The following is a summary of work done during this year:

No. of schools visited, 18

“ “ teachers examined, 39

“ “ certificates granted, 31, viz: 2 first grade; 8 second grade; and 21 third grade.

BERRIEN COUNTY—H. A. FORD, SUP'T.

The anticipations of my first annual report have been mainly realized. The year has been full of encouragement. It has been a year of hard work, but of hopeful progress. A round of visits to the winter schools was made, also a very thorough series of inspection of the summer schools. I have now seen at

least one school in every district of Berrien county, save two, where schools were closed every time I have passed through. No visit has been made without minute observation and record of the condition of school-house and surroundings, as well as of teacher and taught, followed by due commendation, criticism and suggestion. Directors have frequently accompanied me, and patrons have at times, but too rarely, been met in the schools. The pupils have usually been addressed briefly, and all expected interest awakened. To these visits, in part, are due greater attention to duty by teachers and pupils, higher ambitions, and a better state of feeling in the community toward our office and work. They have sometimes been followed by educational meetings, generally well attended.

In the former report "satisfactory results" in the matter of Teachers' Institutes were promised. In this I am happy to say that a course of six Institutes, held in the principal villages of the county during last April and May, was highly successful. The sessions were largely attended by teachers, citizens and school children; and the evening meetings were, for the most part, all that could be desired. To these Institutes I chiefly credit the better methods of instruction and government observed in many of the summer schools. A similar series will be held next spring. During the last fortnight of this month (October), a County Institute will be held at Berrien Springs, which will be made as thorough a training-school as our time and facilities will permit. The assistance of several of the best educators in the State is promised, and a large attendance expected.* At this meeting I shall endeavor to secure the formation of a County Association. The teachers of St. Joseph and Benton townships, at their own instance, are already moving for the organization of a local society. Others, there is reason to hope, will shortly spring up throughout the county. In the

* Sixty-two teachers were registered, with ten lecturers—seventy-two members, all told. It was the first County Institute ever held in Berrien. Teachers paid for their board, and had text-books to buy. Bad weather prevailed during the first week. Under the circumstances, it was considered a decided success. A County Teachers' Association was formed, with a Vice-President in each township.

same line of effort, I am urging the formation of a normal class in each of the principal union and select schools in the county.

During the year 196 certificates have been granted—29 first, 69 second, and 98 third grade. At the close of my first year of service, an elevation of the standard of professional education was announced, in the following terms:

“Teachers receiving certificates from me during the remaining year, must present in their examination some evidence that they have received the benefits of either normal schools, teachers’ institutes, teachers’ books, magazines, or other means of special preparation for their work, or have gathered equivalent knowledge from their experience. This requirement will be imperative.”

The result, as manifested in examinations since held, is satisfactory. Teaching in Berrien county is becoming a profession. This is partly due to the Institutes, but more to the liberal introduction of professional books and magazines. I have not hesitated, while keeping in full view the thirteenth section of the County Superintendents’ Act, to make it a part of my work to place in the hands of teachers the best aids accessible, at the cheapest rates procurable. Many valuable books have thus been added to teachers’ libraries, and a surprising number of professional magazines subscribed for. Of a single one of these over a hundred copies are taken—more, it is said, than are taken in any other county of the State. Some progressive teachers have also supplied themselves with the cheaper articles of apparatus, school mottoes, and the like. Most of the teachers whom I found on duty eighteen months ago, who have not dropped or been dropped from the ranks, have increased their knowledge and improved their methods. An unusual number of excellent teachers have been attracted hither from New England, New York, Ohio, and other States noted for their superior educational systems.

I have continued the publication of the Berrien School Journal, issuing three numbers per year, and about eight hundred copies of each. They have been gratuitously sent to school

officers, teachers, and others concerned, without expense to the county, except (in two cases only) for the time I have occupied in their preparation and publication. No other means of communication so effective have been devised. My impression, derived from the results already reported, is that the "Letter to the Annual Meetings," in the August number, urging the abolition of the rate-bill and other reforms, has alone been worth to the county the expense of five years of school superintendency. The pressure upon the columns of the county papers during a heated political campaign, together with the growth of work upon my hands and the limited time allowed me for official business, has prevented the supply of much educational matter for the public eye, otherwise than through the Journal. Selected articles, however, have occasionally been furnished, and original contributions to the extent of, perhaps, four average columns. I desire here to place on permanent record an expression of special obligations to the conductors of our local press, for their uniform courtesy and ready assistance in the work.

The state of feeling among the people is encouraging, though much remains to be done in awakening a practical interest in the common schools. Every facility has been afforded me by school officers and citizens generally for the performance of my duties, and genuine hospitality has been freely offered. The annual meetings this fall were moderately well attended, so far as heard from, and a liberal spirit was manifested. The "relic of barbarism," yclept the rate-bill, was wiped out in many districts, and provision was made for the better pay of teachers, for their board at one place, for repairs, privies, fences, apparatus, the purchase of wood, instead of assessment per scholar, and other improvements on the old order of things. A spacious brick building for the colored school in Niles city has been finished since my last report. Further steps have been taken for the enlargement of their school accommodations at St. Joseph and Buchanan. At Galien Station, the small building now used is to be converted into a handsome two-story edifice,

24 by 50 feet. A similar improvement, to cost \$2,000, has been voted at the wide-awake village of New Troy. District No. 1, Chickaming, has an elegant and commodious brick house nearly ready for occupation. In view of the rather limited population and wealth of the district, it is the best school in the county. A number of districts are building anew, or thoroughly repairing old houses. But five of the log cabins remain; and nearly all the frame and brick buildings may be reported fit for use. Another year, I trust, will see a new house up in every district where the one now used is unfit for occupation.

Some districts, but still too few, have moved toward the supply of facilities for the teacher's work, and have provided the requisite "Manual" for the proper teaching of charts already in use, also outline maps, globes, and other apparatus, the extension of blackboards, etc. I think the important article of *chalk*, ("the best schools are founded in chalk,") will be more generally provided hereafter, there having been a little special agitation of this subject!

Any full report of the condition of our school libraries is impracticable just now, but the Inspectors' reports will make a tolerably correct exhibit of their state, as particular request was made for accurate returns under this head. My own inquiries have convinced me of their inutility under the present system, except in a very few instances of town libraries. The district libraries are of no account whatever. The library moneys rarely fail to be misappropriated.

I close this, my second Annual Report, with a profound sense of gratitude to Almighty God, that I have been permitted to assist in the delightful, though laborious and often delicate, work of inaugurating the system of County Superintendency in Michigan. If, "on earth there is nothing great but man, and in man there is nothing great but mind," no callings can take higher rank than those which have to do with mental development and preparation for the future. They demand the best energies of the intellect, and the best impulses of the heart.

Theirs is a work for eternity and immortality. Who is sufficient for these things?

BRANCH COUNTY—A. A. LUCE, SUP'T.

Since receiving the appointment to the office of Superintendent of schools in Branch county, February 12th, I have visited every school district—and some of them twice—making, in all, one hundred and sixty-two visits.

Examinations were held in all the townships, during the spring. Two hundred and five applicants (11 male and 194 female) were examined. Of these, there were granted sixty-seven second grade, and seventy-seven third grade certificates, and sixty-one rejected.

No Institutes have been held as yet, but I have engaged to hold two during the present month. One at Bronson, commencing on Monday, Oct. 19th, and one at Girard, Oct. 26th.

The school-houses are not as good as could be wished, yet there appears to be a manifest desire for improvement. There are in the county, five log school-houses, seven of brick, eleven of stone, and the remainder of frame. Of the latter, there are ten unfit for use. In six of these districts, however, they are building, or preparing to build new and commodious houses, either of brick or stone.

Movements are being made looking to the erection of new houses for the use of the union schools of Bronson and Quincy. There are but few houses properly supplied with furniture—a blackboard being the extent—and no apparatus, of any kind, in more than a dozen of the districts; and we know of no way to remedy this evil unless we can make the patrons of our schools see that they are wasting their money, and not only this, but what is of infinitely more value—the time of their children, by not providing them with the proper means of improvement. This condition of things grows more out of lack of knowledge

of what is needed, than want of real interest in the wants of their children. I have attended several very enthusiastic school celebrations in different parts of the county.

We are getting rid of the rate-bill as fast as possible. Another very notable feature is, that of the 140 teachers employed during the past season, but two have failed to perform their work satisfactorily.

I have been very cordially received in all parts of the county, and I found a greater degree of interest manifested in the schools, than I had been led to expect from previous reports.

Now, while there is so much that is encouraging, yet a great deal remains to be done in order to make our schools what they should be. School yards should be fenced, shade-trees planted, chairs and tables provided, siding nailed on, window-panes puttied in, comfortable desks and seats put in, globes, maps, blocks, and counting-frames provided; and last, but not least, let the patrons of the schools go and see for themselves what the teachers are doing. Let all these things be performed and success is sure. Neglect them, and the failure will be just as marked.

CALHOUN COUNTY—EPHRAIM MARBLE, SUP'T.

WORK, ETC.

Since November last I have held twenty-nine meetings for the examination of teachers, and have licensed two hundred and sixty-three to teach. Of the first grade, six; of the second grade, ninety-three; and of the third grade, one hundred and sixty-four. At many of these meetings a part of the time has been devoted to institute work and the discussion of topics of interest to those engaged in teaching. There has been one Institute held by the State in the city of Marshall. There were present one hundred and twenty-three teachers, who manifested the most lively interest throughout, and the effect of which has been already seen in the improvement made since

then in the "art of teaching." I have made one hundred and fourteen visits to schools and districts, nearly all of which had schools in operation at the time. School boards were very prompt in visiting with me last winter, until the sleighing came on; but after that the temptation to use it for lumbering purposes, &c., was too great to be resisted, and I was obliged to go alone.

During the year, thus far, I have issued three circulars to teachers and patrons, besides having written several articles in the interest of education which have been published in one or more of the county papers. I have held five educational meetings, which were very well attended and considerable interest evoked. The object of these meetings was, that a familiar talk with the people might be had about matters of interest to their schools. I am of the opinion that much good can be accomplished in this way during the long winter evenings. Much time has also been spent in official correspondence in the form of answers to letters of inquiry concerning our schools, etc. More might be said of the work done if space would allow.

BUILDINGS.

Several new buildings have been, and are being erected. A very fine one in the city of Marshall, is being built, at a cost of about \$50,000; these figures are taken from the report of the building committee, and include the seating, heating apparatus, grading of the lot, &c. Owing to the failure on the part of the contractors, the work has gone on very slowly, so that there is very little, if any hope of its completion before the end of the present school year. Many districts throughout the county, are contemplating the building of new houses of greater or less dimensions. Those having sufficient scholars for a graded school, are Bedford, Tekonsha, Athens and Albion. The former has a house with rooms sufficient to accommodate one hundred and over of scholars; the latter has a house hardly sufficient to warrant a school of any kind. In Albion, an attempt at grading was made last year, against con-

siderable opposition; money was voted to be raised sufficient to begin the work. The case was finally carried into the courts, where it still remains. Notwithstanding the many hindrances, money sufficient to defray the expenses of the ensuing school year was raised at the late annual meeting, and the friends of the enterprise are sanguine of success, not only as regards the pending suit, but the final triumph of the undertaking, when the present obstacles shall have been removed. In the village of Bedford, and also the village of Athens, two teachers have been employed during the winter for considerable time past, and the work of grading will be commenced soon, if not this year.

The schools of the city of Battle Creek, with a corps of eighteen teachers, supported by an efficient school board, are in a very flourishing condition. Great effort is being put forth, and as far as their means will allow, every appropriation is made for the purpose of making them rank among the best in the State. The Union school in the village of Homer, superintended by Prof. H. N. French, has closed a year of general prosperity. A Union school with the people of Homer, has been, but is no longer an experiment; having passed beyond the doubtful issue. Prof. French is employed to superintend the Marshall school this year.

SCHOOL GROUNDS, FURNITURE AND APPARATUS.

In going about the country, school grounds have been found somewhat improved over last year.

In a few cases, new and better furniture has been added to the school-houses. Also, apparatus. This is, however, an exception to the general rule, as many are still wholly without either.

TEACHERS

Are giving more attention to the "theory and art of teaching," than was apparent among them at first; so that with their present attention and devotion to the work, good results can

be expected. It only remains for the people to provide better houses, and other necessary facilities, to make our schools all that can be desired. About fifty-five per cent. of them read the Bible in school, and seventy-five per cent. have either scripture reading, prayer or singing. Forty-five per cent. of them are readers of an educational journal, against twenty-six per cent. of last year. With regard to their experience, I have only to say the average age of our teachers is twenty-three years and a-half. Their pay, outside of the Union Schools, will average \$16.56 per month, exclusive of board.

RESULTS.

In comparing the results of the past year with the year before, there is much to encourage; and notwithstanding the work is not progressing as rapidly as we could wish, yet we look forward with satisfaction to the time when the cause of popular education will receive its share of the attention of the people.

CASS COUNTY—A. H. GASTON, SUP'T.

During the past year the changes in school districts have been few. The sentiment still exists with a few that their school-house must be near them; and they prefer the certainty of a poor school on their corner, to a good one a mile or two distant. In each town in the county there are too many school districts; and yet the demand is for more. I advise and plead, and only beat the air—as some patrons will plead and inspectors will grant. Could the township system prevail, and the County Superintendent of schools have some authority, perhaps some tendencies to weakness and inefficiency might be arrested. As my predecessor reported, there are some fine school buildings in the county, with grounds attached, which, with a little expense, might become really beautiful. The sentiment of the county is for better houses; and those being built are a very decided improvement on the past. Of the one hun-

dred and twenty-one school buildings in the county, at least seventy-eight are not enclosed by any semblance of fence, and some, for want of a few rods of ground, seem to hang by mere sufferance, to the highway. There are thirty-nine without a privy, and twenty-four more have only one privy each. There are sixteen school-houses without a chair, and one township entirely destitute of chairs in its school-houses. In a circular to school districts I have directed special attention to some of these defects, hoping that at the next annual meetings some beneficial action might result.

In April last, a two-days' Teachers' Institute was held in the southeast part of the county, with a good degree of interest. There was an Institute at Cassapolis in July, also for two days, with similar interest. These were intended as preparative for future effort. Arrangements were made for an Institute at Dowagiac, to commence Aug. 31st, which failed for want of teachers. Such educational means are not yet sufficiently known in the county to be a permanent success.

Nearly all the teachers holding first grade certificates, have honored the character of the certificates given them. There are thirty such certificates now held in the county. Many of the teachers with second and third grade certificates have won credit for themselves. Some of them promise to be very successful instructors. Most of these two classes will be reexamined this fall, affording opportunity for a sifting process.

Some of the most successful teachers have been much embarrassed by that relict of barbarism—the *rate-bill*. In those terror-stricken schools—with a teacher worthy of his hire—the cry of rate-bill, by some skin-flint, will cause pupils to leave the school-house as if it were on fire. Oh, for a power to feed a hungry child with mental food, and thus arrest that worst of want—of natural affection. The Library fund is not very fruitful to either good or evil. It is either idle or misapplied. Perhaps it can be made to do good. If it can, it must have a brazen face and an iron sinew, and meet indifference, scorn and opposition.

In the past nine months, one hundred and five schools (105) have been visited. Ten schools were either closed or having brief vacations, when visits were attempted, and six schools have not yet been reached for want of time. I have delivered, in the various townships, fifteen lectures on practical educational topics.

I have met a most cordial support from all parts of the county. The general opinion is emphatic in favor of a thorough general supervision of the educational interests of the county. I am not only sustained, but urged on, in efforts to secure a better class of teachers, more appropriate school buildings, and better and fuller aids for imparting instruction. With such encouragement from the friends of education, a cheering and successful future may be anticipated.

CLINTON COUNTY—E. MUDGE, SUP'T.

Another year of school work is past. To me it has been one of unremitting effort. About one hundred and seventy schools have been visited, one-half day being spent in each school. Two hundred and forty-one teachers have been examined and licensed, and twenty-seven applicants rejected. Eight school celebrations have been held, which were occasions of much interest and profit, being participated in by fifty schools and thousands of school patrons. Twenty-two lectures have been delivered before good audiences, and in different parts of the county. Besides the above, one month was devoted to a special effort for the purpose of securing a uniformity of text books. Five schools were visited each day, and the importance of this matter brought directly to the attention of school boards. The result met our highest anticipations. Six Saturday Institutes have been held, participated in by many teachers and friends of education. In these Institutes questions of practical importance were discussed, and teachers enjoyed a free and familiar

interchange of views upon many topics pertaining to their duties in the school room.

In addition to the above official labors, two private Institutes, each continuing five weeks, were held in the village of Maple Rapids. These Institutes were attended by 94 different students, nearly all of whom were teachers. The Clinton Educational Monthly, a paper devoted to the interests of schools in Clinton county, has been regularly issued since the month of March, which already has a circulation of nearly 900 copies, and has proved a very valuable auxiliary in performing the duties of my office. This little paper is read by nearly every teacher in the county, and has a circulation in nearly every school district. Teachers, Clergymen, and other friends of education, have rendered essential aid in furnishing articles for publication.

Everywhere I have been kindly received by teachers and scholars; and the citizens of the county have invariably manifested the warmest sympathy and hospitality, for which I feel myself under many obligations. The supervisors have increased my salary; allowing me \$850 for 200 days service. Everywhere, there are indications of a growing interest in the cause of education. This is manifest in the very earnest effort teachers are making to qualify themselves for their work, in the very liberal appropriations many districts are making for the support of schools, and the earnest efforts made by scholars for the acquisition of knowledge. Everywhere it is acknowledged that the schools are becoming better. The prejudice against the new order of things, is fast giving way, and enlightened citizens everywhere acknowledge its advantages over the former imperfect system of supervision. We submit a few items under the following specific heads:

SCHOOL-HOUSES.

It is hardly expected that in a new county like Clinton, the school edifices will compare in beauty of design, convenience and value with those in older portions of the State; and yet,

Clinton can boast of many fine school buildings. St. Johns has a three story brick structure, erected at a cost of about \$14,000. The rapid growth of the town since its erection has rendered this building insufficient, and the question of enlargement is receiving considerable attention. The village of Elsie, numbering scarcely forty families, has erected, during the past year, a neat and commodious wood structure, at a cost of \$3,000. DeWitt, Maple Rapids, and Wacousta, have money on hand for the erection of fine buildings, and they are to be erected with as little delay as possible. Many country houses are fine structures and reflect much credit upon the citizens of the respective localities. The subject of consolidation of small districts is receiving considerable attention, and is meeting with favor. There are in the county 129 school-houses; one brick, one hundred and two frame, and twenty-six log. Ten have been built during the past year. Eighteen are unfit for use. Very little attention has been given to the subject of ventilation; but we notice that in some of the new houses the subject has not been entirely overlooked. The grounds are very generally insufficient, and some houses are entirely without play grounds, the children being compelled to resort to the highway for exercise. Many districts are giving attention to the enlargement and ornamentation of school grounds, and many of the new structures are on pleasant and ample sites. We have marked 22 shaded, and 18 fenced. The furniture, in very many houses, is badly injured, and poorly constructed and arranged. The seats are too high for the smaller pupils, and the teacher's desk is a model of inconvenience.

APPARATUS.

Not a school in the county is well supplied with apparatus. The blackboards are generally very small, and unfit for use; and but two artificial globes are to be found in the county. No numerical frames, object lesson forms, &c., &c. A few districts are supplied with dictionaries, outline maps, and cards for juvenile instruction. In a circular to school patrons, I urged the

importance of these aids to instruction and illustration, and advised the appropriation of a small sum to purchase much needed apparatus. Only a few districts responded. A house and a teacher are considered the only prerequisites to a good school. The purchase of these most essential aids, is considered a waste of money.

SCHOOLS.

The whole number of schools in the county, including six private, was 133; No. graded, six. The whole number of scholars enrolled in winter schools, 4,677; per cent. of attendance, about eighty. The aggregate number of pupils enrolled in all the schools of the county the past summer, was 3,835, of whom 2,445 were met by the county Superintendent in his tour of visitation. The average attendance was about sixty-four per cent. of the enrollment: May attendance, eighty-four per cent.; June, sixty-five; July and August, fifty. The school census of 1867, gives 7,221 scholars to this county, the enrollment indicating that not more than one-half of the children between five and twenty years of age attended school during the past year. The schools are poorly classified. Pupils are found considerably advanced in one or two branches of study, while others are wholly neglected. A better day we believe, is dawning. More attention is beginning to be given to the grading and classification of the district schools. In my last annual report, I announced that only twenty per cent. of 130 schools had a uniformity of text-books; but as the result of a special effort, referred to above, the importance of this matter being brought directly to the attention of school boards, about 100 schools have secured a uniformity. This will give teachers a better chance for classification, and must render the schools much more efficient. Popular sentiment is becoming more and more favorable to the closing of schools on Saturday of each week; only sixty-six teachers being required, during the past summer, to teach on that day. Blanks were issued to directors just before the annual meeting, requesting that they be filled and returned

to me. The reports indicate liberal appropriations of money, by tax, for the support of schools during the present school year, and prophecy the early annihilation of the detested and detestable "rate-bill." I hope the Legislature during the coming winter, will give to the State a free school system.

TEACHERS.

The number of male teachers employed in the schools during the past year, 40; females, 141—making 181 different teachers. With few exceptions, the teachers have been earnest, faithful workers. It is true that many are of a low grade as to qualifications; but most of them are laboring with commendable zeal, to improve. My first tour of examination made one year ago, showed the average standing of teachers to be 80 per cent. The spring examinations gave an average of 82 per cent.; and the examinations just past show the average standard of qualifications to be 88 per cent.; a gain of 10 per cent. in one year. The marking was very accurate and systematic, and the above estimate does not differ widely from the truth. The grading of certificates, is having the desired effect; and the semi-annual publication of a full list of teachers, giving the grade and average standing of each, is producing a wholesome emulation. Nearly all teachers of experience and success are now above the third grade, leaving in that grade only those who are young and poorly qualified. Of those now licensed, 21 hold first, 55 second, and 38 third grade certificates. Not a sufficient number are licensed to supply the schools for the winter; but we apprehend no difficulty in meeting fully the demand. The average age of teachers is 22 years; average experience, 18 months.

A County Teachers' Association has been organized during the past year, and about 60 teachers have become members, and are active in promoting its interests. While there is much to do to make the schools what they ought to be, we are encouraged by the evidences of progress and interest.

EATON COUNTY—F. A. HOOKER, SUP'T.

In rendering my second annual report as Superintendent of Eaton county, it gives me pleasure to be able to express satisfaction with the results of the past year. When the office of County Superintendent was created, Michigan's schools had long labored under the weight of a system, but poorly calculated to furnish good teachers, or induce much interest in educational matters. The first corps of Superintendents met with obstacles which can hardly be appreciated by any one who is not a pioneer in the cause. The reports will show the backwardness of affairs, but can never display the many annoyances and hardships encountered.

My report for 1867, has sometimes appeared to me a document of complaint—despondent rather than encouraging in its tone. But a year has made great changes with us. Though engrossed with national issues and matters of vital importance, yet have our people not lost sight of the schools. Many new school-houses have been erected within the past few months—and all of them after improved and commendable styles. Elevated sites are chosen rather than swamps. Buildings are set well up from the ground. Stories are high and seats easy. These are some of the improvements. Ventilation is still greatly neglected. Few realize its importance, and its cost, though slight, is urged against it. During the past summer I visited most of the schools in the county. The pupils were mostly small, and in many places the "Word method" was in use. Many teachers were trying it for the first time, but I have yet to find one dissatisfied with her success, or who would return to the old system.

Apparatus in small quantities begins to find its way into the schools, being confined as yet, however, to maps and globes.

A State Institute was held here early in September. Nearly all the teachers in the county were in attendance, notwithstanding the fact that it rained almost incessantly during its

continuance. One hundred and eight names were enrolled, and many attended who did not report themselves.

Since March last I have granted one hundred and sixty-three certificates, as follows: Four first, twenty-one second, and one hundred and thirty-eight third grades.

The reason of the large number of third, and small number of second grades, is that Physiology and United States History were last spring required of all teachers. But few were prepared, many being discouraged. But the fall examinations show great improvement, these branches being quite as well understood as Grammar or Mental Arithmetic. But few teachers have been examined this fall, as yet, but of those who have appeared for the purpose, a large number have received second grade certificates.

Much feeling has existed on the subject of our advanced standard, but it is beginning to yield.

A few of the more ridiculous answers to very easy questions have been published, e. g.: A teacher of several terms' experience, on being asked "What is the objection to taking food between meals?" replied, "Because it would spoil the appetite." Comment is unnecessary. Such answers are effective arguments with which to silence discontent, and people begin not only to accept the situation, but to approve.

I have held meetings and delivered lectures in a large number of the districts, which passed off pleasantly, and, I think, were not unproductive of good. A large number of last winter's evenings were passed in this way. I experienced some difficulty in securing a general attendance, but always found appreciative hearers,—willing to take any step toward progress—in those who came. In this way many districts were induced to adopt lists of text-books to be used in their respective schools.

Generally the people feel more friendly toward our new system than was the case a year ago. A few inconsistent individuals grumble that "no one can get a certificate now;" but the probabilities are that before a term of school closes they berate the Superintendent for want of perfection in their teacher.

I have, as a rule, been not only kindly but cordially received by those upon whose hospitality I have been compelled to intrude—thus making the necessity which kept me from home a source of pleasure.

GENESEE COUNTY—L. C. YORK, SUP'T.

NUMBER AND CONDITION OF SCHOOLS AND SCHOOL-HOUSES.

There are in this county one hundred and sixty-one school districts, and one thousand one hundred and thirty persons between the ages of five and twenty, nearly all of whom have attended school during the past year. Increase over last year, five hundred and eleven. Of these districts, one hundred and forty-eight employ but one teacher each term. The remaining thirteen are in some sense graded schools, although only three of them have been long enough to get thoroughly working upon the graded school system.

These employ from two to thirteen teachers, depending mainly upon the size of the school. The city of Flint, and the village of Fentonville are well supplied with school buildings, and the schools are doing well; each having an efficient corps of teachers.

The other graded schools are improving as rapidly as could be expected, considering age, facilities, &c. We have still many very poor school-houses in the county, but I am happy in being able to report that *thirteen* new ones have been finished this year, and most of these are well built and commodious—some of them are very fine buildings.

TEACHERS' INSTITUTES.

I have held but one County Teachers' Institute since my last report. This was held at Grand Blanc Centre last spring, for five consecutive days. We had in attendance one hundred and five teachers actually engaged in teaching, with a goodly number of other persons interested in the cause of education. The

evening lectures and exercises were very fully attended. A State Teachers' Institute held in this county this fall, rendered it unnecessary, or at least impracticable, to hold another County Institute so soon afterwards.

VISITATIONS, EXAMINATIONS, ETC.

During the year I have visited one hundred and twenty-eight schools twice, and forty-five but once; have given thirty-three evening lectures, attended nineteen school pic-nics and celebrations, spent one day for the examination of teachers in each of the eighteen townships, granted two hundred and fifty-three certificates, and attended two State Educational Conventions. The remainder of my time has been spent in my office, attending to the various duties incident thereto. In the examination of teachers I have been able to raise the standard of qualification about twenty per cent. during the year, and yet find teachers to supply all the schools.

LIBRARIES AND APPARATUS.

The libraries in the districts generally are of but little worth, no addition having been made to them for a long time. I find myself unable to "see that the money collected from fines is devoted to the increase of said libraries."

Most of the country schools are entirely without apparatus.

The graded schools have made additions during the year, and are now well supplied. Some of the best country schools have purchased a few dollars' worth, to which they intend to add annually until they have a good supply; and those who have none are agitating the subject, and will, I trust, ere long, follow the good example and "go and do likewise."

MONTHLY REPORTS.

During the year I have adopted the system of monthly reports, after the general plan of Superintendent Bicknell, of Kent county. It works well.

EDUCATIONAL PAPER.

I have been publishing a little paper entitled "Genesee School Journal," in which I do all my advertising, publish notes on schools visited, and any and all other matter desirable. This has proved the cheapest and most efficient method of advertising the teachers, school officers and pupils generally, as I send at least five copies into each school district.

OTHER INSTITUTIONS OF LEARNING.

In addition to the schools under my care, we have located in this county the State Institution for the Deaf, Dumb and Blind, which by request of the Principal, Prof. Bangs, I have visited a number of times during the year, and by appointment was one of the visiting committee to examine all the classes and report on the same at the close of last year.

This institution is doing a great and good work for these unfortunate persons. About two hundred pupils have been in attendance during the year.

Also, in the village of Fenton a Young Ladies' Seminary is in a tolerably prosperous condition. Number of pupils about one hundred.

MORALS.

In my last tour of school visitations, I found more than nine-tenths of all the schools were opened with some religious exercise, the moral influence of which was visibly good. This is a large increase. Our criminal records show that high crime among the scholars who regularly attend school is quite rare.

INTEREST AMONG THE PEOPLE.

The general interest among the people is not what I could desire, yet I am encouraged, because I find it is increasing. In nearly all the districts I find patrons who are not only willing to, but gladly accompany me to the school rooms, and am told by very many teachers that they frequently have friendly calls and encouraging words from parents and patrons.

Genesee County is progressing, and with her productive soil enticing the farmer to cultivate, and the fruitful minds of her ten thousand children, together with the liberal views of the common people, Genesee will soon stand among the first counties of the Peninsular State.

GRATIOT COUNTY—GILES T. BROWN, SUP'T.

During the past year I have visited nearly all the schools of the county, and should have visited them all but for the extreme sickness of my family during the greater part of last winter, which very much interfered with my official duties through the most important visiting season of the year.

I have traveled within the county 1,118 miles; of which I traveled 160 miles on foot, 610 on horseback, 280 in a buggy, and 68 by stage. Have written 437 letters pertaining to school matters, to teachers, school officers and others.

Two Normal Institutes, of six weeks' duration each, have been held at Ithaca, one conducted by Prof. O. G. Webster, and the other by myself, assisted by E. McCall, Esq., who delivered an able course of lectures to the teachers upon the subject of Physiology. I have held three Saturday Institutes during the summer, in different parts of the county, which, though not so well attended as might have been desired, were occasions of some profit to teachers, and of interest to others who attended. I have been present and briefly addressed several school picnics, but have held no celebrations. Many parts of our county being new and the roads not always of the best order, I have felt some hesitancy in asking the people to gather the schools together from the distances necessary to hold celebrations; but the people are getting anxious to enjoy them, and the time is near at hand when these gatherings may be made a pleasant feature of the summer schools. I am making preparations to organize a County Teachers' Association during the coming fall or winter.

I am publishing quarterly a little paper, the "Gratiot School Journal," and circulating five hundred copies among teachers, school officers and others. I propose to commence with the next number circulating one thousand copies gratuitously.

I have examined 149 teachers; granted three first grade, twenty-nine second grade, eighty-three third grade certificates; indorsed seven certificates from other county superintendents, and rejected thirty-four applicants. I publish the name, grade and standing of each teacher, which causes those who have the amount of pride and ambition that a teacher should possess, to strive for as high a grade and standing as they can reach. And although they are backward, the third grade being in the majority, it will soon be otherwise, at their present rate of progress. The time is not far distant when the higher and highest grades will outnumber the third.

They deserve much credit for their laudable endeavors, against disadvantages, for improvement in learning, not only what to teach, but how to teach. The average age of teachers is $19\frac{1}{4}$ years. The average wages for the summer term, \$2 96 and board per week. For the winter term it is much higher.

The teachers of the higher grades and standing command the highest wages, get situations in the best schools, and are the first to be engaged; leaving the less desirable schools and the poorer pay to those who stand low; which gives satisfactory evidence of the good effect of grading and marking certificates, as few teachers will consent to have their names published semi-annually, year after year, in connection with figures that indicate inferior qualifications, and at the same time be compelled to wait for a school until all their more energetic co-laborers are first employed. The remarkable educational interest manifested by the people, of late, and the increased emulation among the teachers, conspire to place our schools in a much better condition than heretofore. I feel very much encouraged with the prospect that lies before us. There are two graded schools and four select schools in the county.

A first-class academy, under the auspices of a religious

denomination, is about being started in the village of St. Louis. We are looking for some important help from it, in preparing teachers for their vocation. They have there a fine, large building, intended for school-rooms, which is now nearly completed. Our school-houses are not, by any means, what they should be, nor what they evidently soon will be. We have sixty-three log, and thirty-five frame buildings.

As the forests are rapidly falling away to make place for farms, the rude log school-houses are giving place to comfortable frame ones. In the matter of school-houses, the graded district at Alma is decidedly ahead. The enterprising people of that village have this season erected a beautiful frame building, at a cost of \$5,000.

Globes, maps, charts, and other apparatus in a school-house, are still hard to find in Gratiot county.

Many districts have adopted a uniformity of text-books during the year, and I am looking for many more to do the same for the coming winter schools.

Our libraries are in a deplorable condition, and I have sought in vain for a remedy. In regard to fines, which should be devoted to library purposes, officers have the most superlatively loose ideas conceivable. Many justices of the peace fail entirely to pay them over to the treasurer. The consequence is, that the people fail to appreciate the privileges of the library system.

The board of supervisors, last winter, unanimously voted to increase my time from 125 to 150 days service, at the same compensation per day as before.

On the whole, our school prospects are far more flattering than they were one year ago.

HILLSDALE COUNTY—P. B. Cook, Sup'r.

In my first annual report I can speak only of the labor performed since the middle of last November, that being the time at which I received the appointment to this position. At that

time the districts were not fully supplied with teachers for the winter schools, and a few days of examination were held. My first visitations of schools were principally for the purpose of observation. I found one hundred and seventy-six school buildings—one hundred and forty-one of which were frame, sixteen brick, nine stone, and ten log; seventy-four of these were commodious, comfortable and well seated; fifty-two needed some repairs, and fifty were entirely unfit for use. The school yards were generally unwisely located at the road crossings, subjecting the school to the annoyance of noise and dust from the roads; 92 had less than a half acre of ground, creating a necessity for scholars seeking a play-ground in the highway or adjoining fields. Only twenty-six were properly fenced and shaded. But nineteen of the one hundred and eighty-seven school-rooms were provided with suitable furniture, and but fifteen with any apparatus.

The libraries were a total failure. No books could be found in many of the districts, while in the others a few old ones remained, unread and uncared for.

The schools were attended by 7,747 scholars, or seventy-eight per cent. of the whole number in the county. They were taught by eighty-seven male and one hundred female teachers, at an average cost of thirty-two dollars per month for the former, and twenty dollars for the latter. Such a difference of remuneration for equal services rendered was certainly unjust. About twenty-five of the teachers had attended Institutes, read books on teaching, and were well qualified for their work; others were active, interested, and doing the best work of which they were capable, and the rest were passing the time uselessly, rendering no equivalent for the money paid them. Very few visits were made to schools by parents or school officers. Other serious hindrances to the success of our schools were the want of uniformity in text-books, the want of system in study, and the disgraceful rate bill.

I found the inhabitants generally interested in the cause of education, but their attention had not been called to the utility

of these improvements. Some fears were entertained that the system of county superintendency would create an additional expense, without being an improvement on the township plan. The supervisors therefore limited the amount of expense to one thousand dollars per year, and fixed the salary at four dollars per day. Those best informed and most interested, I think, hailed it as a harbinger of a better state of things in the future. Everywhere I was freely entertained and treated kindly, and usually there was a hearty coöperation by school officers.

To stimulate and encourage teachers, a meeting was appointed in each township early in the winter, and a public lecture delivered upon the duties and responsibilities of teachers, in which the teachers were informed, that unless they would take an interest and labor faithfully in their work, they would not be retained in the schools. These meetings were well attended by teachers, and a township teachers' association formed, but for want of interest, these have not yet proved a success. A State Institute was held at Hillsdale in April, which was attended by nearly all our teachers, over two hundred being present. A County Teachers' Association was also organized, which will hold meetings semi-annually. Books for the instruction of teachers were secured at reduced prices, and teachers encouraged to provide themselves with them. In private conversation, errors were pointed out and instruction given.

To secure improvements in houses, yards, &c., a few articles were written for the county newspapers; a report made at the close of the work of visitation, a circular embodying these facts, and an earnest appeal for improvement, was sent to each director, and their attention called to them in conversation.

The fine money in the county treasury was looked after and properly distributed, and some volumes added to each library. To secure a better class of teachers, the standard of qualification was raised at the spring examinations, about twenty-five per cent.; so that only 231 certificates were granted to 350 candidates—12 first grade; 67 second grade; and 152 third grade.

Nearly every director in this county, signed a petition to

be presented to the next Legislature, for the abolition of the rate-bill system.

I am happy to report some improvement. About twenty substantial houses have been built, or are in process of erection. One in Hillsdale, costing about \$35,000; one in Jonesville, of the same size and price, and one in Osseo, which cost about \$10,000. The others, in the rural districts, cost from six to fifteen hundred dollars. All are built on the best plan, with all modern improvements, and are ornaments to the places in which they are situated, and an honor to the cause of education. Twenty-seven school-houses have been repaired, the same number furnished with furniture, and eight school yards fenced. The summer schools were nearly fifty per cent. better than the winter, and the Bible was read in nine-tenths of the schools.

These I regard as but the "first fruits," and I hope to report the "harvest" hereafter. Much need yet be done, but we have ample means. The wealth of the county will supply the means for all necessary expenses. The Union Schools of Hillsdale, Jonesville, and Litchfield, under the efficient management of Messrs. Robertson, McClellan, and Jackson, and the College at Hillsdale, with an able faculty, an ample endowment, and an average attendance of 300 students, will supply us with thoroughly educated teachers. With these means, we expect to make the schools of Hillsdale county equal to any in the State.

HURON COUNTY—C. B. COTTRELL, SUP'T.

Since my last annual report, I have examined thirty-nine applicants for teachers, and granted thirty-three certificates—two of the first grade, eleven of the second, and twenty of the third. Over one-half of those, however, to whom I granted certificates of the second grade, were qualified for the first, but had not taught the required time in the State. I have on a few occasions granted certificates of the third grade to candidates,

who, according to the strict letter of the law, were not entitled to any; but was compelled to do so, owing to the scarcity of qualified teachers willing to teach in some of the newly organized districts, situated principally in the interior of the county.

The examinations have proved that there are not enough *well qualified* teachers to take charge of the schools; that some of them have been at the business for years, and, content with their *limited* qualification, have not kept pace with the progress made in the methods of imparting instruction. These are mostly failures, and ought to seek employment in "other fields of usefulness." Others there are who in consequence of their pecuniary circumstances and the meagre salary received for teaching, have been unable to properly qualify themselves. The latter are anxious to receive instructions, and pretty generally meet with much success in their vocation; whilst the former, or those who have done little for the vocation, fear to meet a rigid examination and are leaving for other fields of labor.

There are some very good schools in the county, whilst others are scarcely worthy of the name. To this, I attribute the following as some of the principal reasons: That persons with partial qualifications, but lacking both of energy and emulation, have, through the influence of relatives or friends, been employed term after term, much to the detriment of the school. Not long since, I visited one of these schools, and, though situated in one of the oldest townships and having been organized for a period of eight or ten years, yet I found the scholars nearly as backward, and possessing much less animation than those in the latest organized districts of the back-woods. In fact, there was not a scholar in the whole school (and there were about forty, and some of them nearly half as many years old) that could tell me the cost of twenty yards of cloth at eighty seven and one-half cents per yard. The teacher apologized by stating that it was nearly the commencement of the term; and that they had forgotten "quite a good deal" during the vacation. I took but little stock in the apology. Another

very good reason which might be assigned, and that is: The indifference of school officers by too frequently employing those who will teach the greatest length of time for the least money—only so they spend their time with the children at the school house. This is a crying evil, and can be very much remedied by the frequent visits of district officers and parents during the school term.

But, I am pleased to say, that in many of the schools which I visited during the past year, and for the second time since the commencement of my term of office, I have noticed quite an apparent change for the better. At the time of my first visits, (as I mentioned in my former report,) the schools were mostly supplied with every conceivable variety of text-books, inexperienced teachers, and a large majority of the people had little faith in the "new school system." At present, more than one-half of the schools are supplied with particular series of text-books, taught by qualified and experienced teachers, and the prejudice against the "new system" is gradually disappearing.

I have held eighteen regular, and nearly as many special examinations, and have visited twenty-five different schools. There are twenty townships in the county, and thirty-one fully organized school districts. The whole number of children in those districts, between the ages of five and twenty years—according to the School Inspectors' report—is 1,719; and 1,157 attended school during the past year. The number of teachers employed was thirty-three: six males, and twenty-seven females. The number of months taught by male teachers was twenty-one and-a-half, and by females, 121½. The number of visits made by County School Superintendent was thirty-one, and by School Inspectors, sixty-nine. There are twenty-nine district school-houses: sixteen of them are frame, and thirteen are built of logs. The general condition of these houses, while not all that could be desired, is still full as good as might be expected, considering that a large portion of this county is yet an unbroken wilderness. The majority are tolerably commodious and comfortable, but the great lack is in the direction of school

furniture and educational apparatus. Very few of our school-houses are, as yet, provided with either outline maps, or globes, but the majority are with black-boards; some of them, however, so small, or worn out, as to be almost useless. Others there are, that are not even provided with a desk or chair for the accommodation of the teacher. The entire furniture consists of a few benches, without backs, a stove, a broom, a pail and a tin cup.

There are three select schools in the county—two German, and one English. The former are both situated in the township of Sebewaing, and each are taught by a German Lutheran minister. Each of those schools is under a very good discipline, and has an average attendance of about fifty scholars. The latter might, with more propriety, be termed a private school, as it is kept, principally, for the accommodation of a few families. It is held in the village of Port Austin, and has an attendance of about twenty scholars.

The flourishing little village of Port Austin, although the township numbers but 204 scholars, resolves to build the coming summer a splendid structure with ample accommodation for 250 scholars. It is designed to be 40 feet by 80 feet, two stories high, and divided into three general departments, with all the other rooms requisite for such an institution. It will cost when completed and furnished, about \$6,000. About \$3,000 have already been provided for the enterprise.

As to the libraries in our county, I might with considerable degree of propriety say, that the less said about them the better. In most townships, a poor, forsaken, dilapidated, and superannuated looking concern is found, called a library; consisting of a few volumes of "tattered and torn," and badly defaced books—generally stowed away on some dusty shelves, almost hidden from view, and much protected by a fortification of cob-webs. In some of the school districts, no money has been expended for library purposes for many years, it having regularly been appropriated for other purposes. Those township libraries which have been preserved wholly, are generally in a better condition, though they are not regularly issued to

the respective districts, being much more apt to occupy a dusty corner of the town clerk's office. Of course, I make exceptions to the above. The township of Sebewaing, for instance, has a well regulated library, consisting of about 300 volumes of very choice books, and a very appropriate place to keep them.

The board of supervisors have fixed my salary at \$4 00 per day for 60 days service per year; which is not unfair, considering the partially developed condition of the county.

I cannot close without putting upon record my hearty approval of the "new system," nor without thanking the people for the uniform hospitality and kindness, with which they welcomed me in every portion of the county.

INGHAM COUNTY—Geo. W. BROWN, Sup't.

By the requirements of the Department, I make the following statement of the condition of the schools of Ingham county, and facts incidentally connected with them; and, in doing so, will try to observe your injunction of brevity. The following statement is submitted:

HOUSES.

Whole number in the county, one hundred and thirty-one (131); No. of frame, 104; of brick, sixteen; of logs, eleven; No. built during the year, six; No. unfit for use, twenty-three; No. having no privy, forty-two; No. with sufficient grounds, forty-eight; No. with grounds suitably improved, sixteen; No. well ventilated, seven.

FURNITURE.

Number with suitable furniture, thirty-four; No. with insufficient furniture, 104; No. with injured furniture, ninety-eight.

APPARATUS.

There is an almost entire lack of apparatus in the schools of this county; (the schools of the city of Lansing are not included in this statement). No. having outline maps, fifty-seven;

black-boards, ninety-five, (many of which are not worth the name).

SCHOOLS.

Whole number of schools, 131; No. graded, four; No. well classified, twenty-three; No. in which the books are uniform, thirty-two; No. in which the Bible is read, eighty-four.

TEACHERS.

Number having no previous experience in teaching, twenty-eight; No. having taught less than one year, thirty-five; No. having taught more than five years, nineteen; No. having attended a Normal School, five; No. of total failures, nine; No. having attended State Institute, seventy-one; Number of educational meetings held by County Superintendent, sixteen.

LIBRARIES.

The libraries are mostly in the same deplorable condition as last year. What can be done to make them what the law intended they should be—sources of instruction and mental profit?

PRIVATE SCHOOLS.

Whole number in the county, six; No. of pupils attending the same, 210; No. of teachers, seven.

SCHOOL-HOUSES.

Many are totally unfit for use. The almost universal faults—in the better class of houses—are bad ventilation, a want of proper gradation of furniture to suit pupils of different sizes, of suitable recitation seats, and sufficient black-board surface, with a total lack of aids to instruction. There are several new houses already complete, or to be completed in time for the winter term.

Leslie, a pleasant, thriving village, with an intelligent and progressive people, can no longer be reproached for its lack of interest in educational matters; having built a *fine brick school-house*, at a cost of from ten thousand to twelve thousand

dollars—large, commodious, of beautiful design, an ornament to the village, and a praise to its people.

Danville, another beautiful village, is also building of brick, a school-house at a cost of from five thousand to eight thousand dollars, which will be an ornament to the village, and a monument to the intelligence and virtue of its people.

District No. 3, township of Locke, has built a good substantial house of wood, well adapted to the wants of its pupils, at a cost of twelve hundred dollars.

District No. 3, township of Williamstown, has built a very neat house of wood, of sufficient size, and suitable arrangement to accommodate its pupils, at a cost of nine hundred dollars.

District No. 7, township of Delhi, has also built of wood, a house of very neat appearance, of suitable size to accommodate its school of fifty scholars.

The people of District No. 6, township of Williamstown, being anxious to secure the blessings of education to their children, and not feeling able to do better, have with commendable zeal built a house of logs to supply their present wants.

District No. 1, "fractional," township of Williamstown, has bought a building two stories high, 24x60, which is being fitted up for a school-house. When complete, it will be ample to accommodate them *well* for the present. They anticipate building a Union school-house of brick at no distant day.

EXAMINATIONS.

Whole number of candidates examined, 315; of these 221 received certificates, as follows: Of the first grade, four; of the second grade fifty-three; of the third grade, one hundred and sixty-four. In granting many of these I have been compelled to construe the law very liberally, having reference to the necessities of the case, and to the natural tact and ability of the candidates, rather than to their readiness in answering set questions; provided always, they be well informed and conversant with the leading principles of the branches to be taught.

SCHOOL VISITATIONS.

Of the whole number of schools in the county, all, save five, have been twice visited during the year; three of the remaining five have been visited once; (it is but just to say that the Inspectors fail to note many of these visits). Whole number of visits made, 257. Average time spent in each school, two hours. In many cases school officers have accompanied me in these visits. I will not attempt to give the actual status of the schools in the several townships in this report. Many items will be given in the Inspectors' reports that I have thought best not to duplicate here.

TEXT-BOOKS.

Lack of uniformity is the great evil very justly complained of—an evil which the district boards alone are competent to remedy. The number of recitations made necessary where such multiplicity of books exists robs each pupil of much of the teacher's time, which, if uniformity existed, might and would be improved.

If district boards would adopt a uniformity of text-books and select teachers with sole reference to their education, ability to teach, tact to govern, and a thorough preparation for their work, and procure a few necessary aids to instruction, such as charts, numerical frames, maps, books of reference, what a marked improvement there would be in the condition of our schools. In conclusion I wish to testify to the uniform kindness and consideration with which I have been treated in every part of the county, and from the encouragement already received soliciting earnestly the co-operation of the friends of education, I shall continue to labor for the improvement of the schools of the county, in full confidence of success.

IONIA COUNTY—E. V. W. BROKAW, SUP'T.

In making a report of the services performed by me as County Superintendent, I have to say that I began the work under peculiar circumstances. Mr. W. M. Spencer, the former incumbent of the office, a young man, earnest in the great work in which he was engaged, had but just actively entered upon the discharge of his duties, when he was suddenly taken away by death. He had nearly completed the fall examinations, but a large number of the teachers had not yet received their certificates, and many of these commenced teaching, thinking they would receive them in a short time. There was of necessity much disorder and confusion, requiring no little labor properly to arrange.

The schools of the county, while they may compare favorably with those of the older counties of the State, yet are far below the standard we wish to see them attain. The class of teachers, with but few exceptions, heretofore allowed to have charge of our schools, has tended perhaps more than any other one thing to render them of no account, and in far too many cases, worse than none at all. I am certain, from what I have seen of the workings of the new system, that the requirements made upon the teachers are just what have been long needed. The mode of examination adopted, if carefully managed, is destined to work a great reform in the condition of our schools.

The school-houses, as a general thing, are very good indeed. There are, however, a few not worthy the name; but in most of these cases steps have already been taken to build new ones. A praiseworthy liberality is manifested here, and many of those built during the past few years are in many respects "model school-houses." Yet I regret to add that in nearly all of these no provision whatever has been made for ventilation. I am earnestly laboring to have this attended to in all the houses that are now being built; and also to effect a change in this respect in as many as possible of those already completed. Very little attention has yet been paid to supplying the schools with

globes, dictionaries and outline maps, but the value of such aids is beginning to be felt, and I am confident that in the course of a few years at the farthest none of these things will be wanting.

Since the first of January I have visited nearly every school, and many of them twice, spending as nearly as I could a half day in each school. I have found that the best schools in the county were those most frequently visited by school officers and patrons. I have examined 244 teachers, and refused 36, granting certificates to 208, as follows: 7 first grade, 69 second grade, and 132 third grade. Have annulled one certificate and exchanged teachers in two of the summer schools. During the year I held four County institutes, of three days each—two last spring, during the month of April, and two the past fall, with an aggregate attendance of 207 teachers. I was aided at these Institutes by Prof. J. Russell Webb, Prof. Chas. Hutchins, of the Ionia Union School, Hon. Ira Mayhew, Prof. Goodison and Dr. L. M. Cutcheon, and I take pleasure in acknowledging their services.

The principal object sought for at these Institutes has been, to give to teachers the best method of imparting instruction in the various branches taught in our common schools. In my visits, the past summer, a few of the schools closed before I reached them; and in almost every instance, when they were in session, I found them so reduced in numbers, that it was certainly a waste both of time and money to continue them.

I do most earnestly recommend that the "three term system" be adopted, and I shall use every effort to arrange the terms so as to have a vacation during the hot months of summer. Late in the season I held two County Celebrations, both of which were well attended. The ample preparations made for them, showed that the people, as well as the children, were interested in such gatherings. Prior to the Annual school meeting, I sent to every director in the county, a printed circular, in which I called attention: 1st. To School Visitation; 2d. Employment of Teachers; 3d. Uniformity of Text Books;

4th. Rate Bill; 5th. School-houses. These circulars were read at the meeting, and many of the items carefully considered.

There was voted this fall, a larger sum of money for school purposes, than in any two previous years in the history of the county. This tells me that our schools will not have to contend against heavy rate bills during the coming winter term. I have found a disposition, on the part of the people, to pay good wages, if they could know that they were securing good teachers. I have noted with much satisfaction, the growing interest manifested in almost every district in the county. The people are beginning to feel that education is the right arm of law, and the only sure safeguard against crime.

ISABELLA COUNTY—ALBERT FOX, SUP'T.

As previously reported, upon first commencing the discharge of my duties, I found our teachers sadly deficient in many respects; nearly all of them were persons of limited experience, and very defective educational qualifications. As far as possible, I have endeavored to raise the standard of excellence among them, and to inspire an increased interest in the schools, both by personal conversations and influence, and by occasional articles written for the county paper, and believe that, to some extent, I have succeeded; but the newness of the county, the poverty of the school funds, the primitive character of the schools, and the inconvenience and want of attractiveness of their surroundings, render it extremely difficult to obtain the services of competent teachers, and while mentally protesting against it, I have been compelled for the sake of having schools, to grant certificates to many who, in older counties would be rejected as incompetent.

I have found it impracticable as yet to hold any Teachers' Institutes or Conventions, but propose to call the teachers of the county together this fall for one or two days, for the purpose of discussing educational matters.

The number of candidates examined this year was.....	38
Receiving 1st Grade Certificates.....	1
" 2d " " 	10
" 3d " " 	26
Rejected,.....	1
	— 38
No. of schools in session during the winter,.....	19
No. of pupils in attendance,.....	590
No. of visits made during the winter,.....	26
No. of schools in session during the summer,.....	22
No. of pupils in attendance,.....	541
No. of visits made during the summer term,.....	35
No. of school districts in the county,.....	30

I have generally found the schools of the county showing considerable improvements in almost every particular, and the pupils exhibiting a very fair degree of progress, considering the many unfavorable circumstances. Some improvement has been made in some districts in the matter of repairing, seating, and furnishing school-houses, but very much yet remains to be done to make our school-rooms comfortable or convenient. Very little attention has yet been paid to the surroundings of our school-houses, which need much attention.

UNIFORMITY OF SCHOOL BOOKS.

I have endeavored, and with some little success, to impress upon the minds of our school officers, the necessity of adopting measures to secure uniformity in the text books used in schools. I find on the desks of each school, almost every variety of school books to be found in market, and many now out of print, from Murray and Daboll, to Davie, Clark and Saunders; the whole host of authors are represented in almost every school, an evil which cannot be remedied too soon. Every district board should adopt some standard series, and compel a rigid adherence to it. Several districts have already moved in the matter, and I hope soon to see every district act upon it.

SCHOOL FUND—TAX LAWS.

Much disappointment and uncertainty exists in many districts in regard to the school funds which are not available. Our county contains a vast amount of railway, canal and non-resident pine lands, upon which the taxes remain unpaid, and are returned to the Auditor General, and under our tax laws the moneys voted at annual meetings to pay teachers' wages, and for other purposes, never become available. The county treasurer receives money from the Auditor General in bulk, with no notice to what funds it belongs. Of course the county contingent fund expenses are first paid, the balance goes to the township treasurers, who pay from them the township contingent expenses; by that time the money is gone, and the school funds remain *non est*. And this state of things will continue so long as the county and township contingent funds are first supplied, and the State continues from \$17,000 to \$20,000 in debt to the county.*

As a consequence, our school funds are always in arrears; for instance, school district No. 1, of Union, has employed the same teacher for three years; this fall he accepts a situation in a distant county, and goes carrying between \$300 and \$400 of school orders instead of cash, there being not one dollar of school money in the treasury. Money raised for library purposes, and for maps, apparatus and school furniture, never gets around to the hands of the treasurer, and our school-rooms are unfurnished, not a single school in this county being supplied with a single map, chart, globe, book of reference, or other furniture, while many districts are compelled to go without schools, because their school funds are not available. This condition of affairs, which, I presume, is common to all the new counties, is exceedingly unsatisfactory and discouraging, and ought in some manner, to be immediately remedied. Moneys raised for edu-

* Let township treasurers consult section 109 of the School Laws, and they will see that none of the school moneys collected by them go into the hands of the County Treasurer; and the difficulty complained of should not exist.—DER. SUP'R.

cational purposes, ought to be kept so distinct from other funds that each dollar may be used as soon as paid, for its legitimate purpose.

Upon the whole, however, though our educational affairs present many difficulties and many discouraging features, I am satisfied that they have progressed in the last year considerably, and am confident that continued effort, will in due time, result in abundant success.

JACKSON COUNTY—A. B. DARRAGH, SUP'T.

The general character of the schools taught in this county, during the past winter and summer, has been far above mediocrity. Indications of improvement and progress appear in cases so numerous as to be highly encouraging. New, and in many cases, costly school-houses, improved furniture, and aids to instruction, ample grounds, a better class of teachers, and a more healthy public sentiment, are most prominent among the good results of the past year. A good teacher, encouraged and supported, cannot fail to make a good school, in spite of all ordinary obstacles; and, firm in this belief, every effort has been made to secure teachers of character and ability.

A more liberal policy on the part of many districts, has done much toward securing this class of teachers, and a thorough and impartial examination, conducted upon principles now well understood by teachers throughout the State, together with the grading of certificates according to merit, has aided largely in winnowing the chaff from the more substantial substance. Some have left the profession for more congenial employment while a larger number have abandoned the field temporarily for the purpose of attending our Normal and Union Schools, to the end that they may become better fitted for the duties and responsibilities of the school-room.

Fears were entertained that some schools would be closed during the past winter and summer terms by reason of the

scarcity of teachers, and some persons on this account were licensed to teach in the weaker districts, who, in accordance with the letter and spirit of the law, were unqualified. No apprehensions on this score are entertained for the future.

Some degree of uniformity and system as to methods of teaching has been arrived at by means of Teachers' Institutes and examinations, and much more efficiency is hoped for in this direction through the instrumentality of a County Teachers' Association recently formed. The schools, in the aggregate, cannot now be said to be without a system of teaching and of school management. It is true that there are some schools which are conducted after the most *primitive* style, and in particular cases present appearances and past experience seem to indicate that it will take years of patient labor to arouse them from their present apathy and indifference to any degree of enthusiasm. These are generally weak districts in point of numbers and pecuniary resources, and it is believed that nothing will reinvigorate them so long as the present district system exists. In eight of these districts, so great is the *indifference* that *unqualified* teachers, *literally* as well as legally, have been employed. This step has been taken generally from pecuniary motives, and necessity has rendered less blamable this palpable violation of the law of the State. "Poor districts" and "small districts" there are, and what County Superintendent is there who has not been requested by the legal representatives of such districts to do violence to his conscience for their sakes? Their existence is a misfortune, and their speedy dissolution and incorporation into contiguous districts, whenever practicable, would save much money and still more valuable time, now expended to no purpose.

SCHOOL OFFICERS.

School officers have, as far as I am aware, generally done their whole duty, and have seconded every effort of teacher or of County Superintendent to make more efficient the schools in their various districts. It has been ascertained, however, by

direct personal inquiry, that many of those who employ teachers do not inquire of the applicants whether they hold certificates, and but few ask to see them. A still larger number fail to ascertain whether the teacher holds a first or a third grade certificate, being willing to pay a certain stipulated sum—generally not a large sum—to any one whom they can legally employ. Such manifest injustice to teachers, who have thoroughly, and at a sacrifice of much time and means, prepared themselves for their work, cannot but injuriously affect the character of our schools, and dampen the ardor of our most earnest teachers.

SCHOOL-HOUSES.

Though recent improvement and additional comfort are manifest in many of our school buildings, there remains yet much to be done in this direction. During the past year, sixteen new school-houses have been erected in the county, this being about ten per cent. of the whole number. Eight of these are brick, and the remaining eight are frame buildings. From present indications, an equal, or perhaps a greater number will be built during the next school year. All of these buildings, except four, are well supplied with furniture of the best pattern and finish, and are surrounded by ample grounds—some of them handsomely enclosed. The others are supplied with seating more or less comfortable and well arranged, but plain and unsubstantial.

Many of the old buildings have been repaired, and rendered more habitable and more sightly, while the greater portion of them remain in the same condition as reported last year. A glance at the broken doors and gaping rents in the interior, as well as exterior surface of many an one—guiltless, as it is, of whitewash or paint these many years—will suffice to tell of the comfort, not only, but the character of the school to be found within.

LIBRARIES.

The following statement, taken from the reports of school inspectors, and the books of the county treasurer, will show,

with sufficient clearness, the languishing condition of township and district libraries. Comment is unnecessary:

LIBRARIES AND LIBRARY MONEY.

TOWNSHIPS.	1866-7.				1867-8.				
	No. Books in Library.	No. added during y'r.	Total Fine Money received.	Balance due Library Fund.	No. Books in Library.	No. added during y'r.	Total Fine Money received.	Amount paid for Books.	Balance due Library Fund.
Blackman,.....	7 ..		\$48 30	\$48 30	7		\$55 96		\$55 96
*Brooklyn,.....	173 31		69 47	62 59	260 41		75 17		75 17
Columbia,.....	59 ..		45 19	45 19	34 ...		47 36		47 36
Concord,.....	20 ..		65 43	65 43	130		77 53		77 53
Grass Lake,.....	....		100 73	100 73	154 17		113 77	\$80 00	33 77
Hanover,.....	180 ..		53 22	53 22	144		54 10		54 10
Henrietta,.....	100 ..		41 65	41 65	81		49 72		49 72
Jackson City,....	445 22		387 00	287 00	....		244 33		344 33
Leoni,.....	14 ..		71 19	71 01	29 15		85 45	13 86	71 65
Liberty,.....	....		45 59	45 59	....		51 41		51 41
Napoleon,.....	82 ..		41 80	41 80	40		46 09		46 09
*Parma,.....	42 13		101 91	88 39	60 16		111 24	10 38	91 86
Pulaski,.....	26 ..		50 22	50 22	150 ...		58 15		58 15
Rives,.....	203 4		67 79	67 79	64		78 37	17 00	61 37
Sandstone,.....	70 2		54 65	54 65	94		65 40		65 40
Spring Arbor,...	144 ..		43 51	43 57	153		42 47		42 47
Springport,.....	300 ..		61 15	61 15	308		71 12		91 12
Summit,.....	....		39 58	39 58	....		44 16		44 16
Tompkins,.....	156 ..		58 04	58 04	75 18		64 55	22 25	42 30
Waterloo,.....	71 ..		92 01	92 01	....		98 77		98 77
Total,.....	2151 72		\$1,438 49	\$1,418 67	1783 107		\$1,631 72	\$152 43	\$1,483 29
	....				....		1,438 49	20 42	1,459 07
Aggregate,...	....				....		\$3,074 21	\$172 85	\$2,901 36

* Amount paid for books:—in Brooklyn, \$6 00; in Parma—\$13 52. Total, \$20 42.

VISITATIONS, EXAMINATIONS, ETC.

Since the date of my last report I have visited every school district in the county, save two, the location of which could not be ascertained from any accessible source. Most of them have been visited twice, and many which needed special attention, have been visited by request of school officers and teachers three, and even four times. This course may be open to objections, but the fact remains that there are districts which are very properly denominated "backward districts," and in which the work of bringing them forward educationally is not attempted by the districts, and remains to be done, if done at all, by others. To such districts—where discord or apathy prevails, where teachers are inefficient or labor faithfully to build up a good school amidst district quarrels, uncharitable criticism or preconceived and deep-rooted prejudice against progress—I have deemed it not inconsistent with my duty to the whole county to give especial care and some extra time. It is the sick and not the well who need a physician. It is but justice to state that directors have been unusually careless in that portion of their reports referring to my visitations. The aggregate number of visits made during the year is 284.

I have been compelled to hold seventy-five separate examinations, notwithstanding every effort to lessen the number. At these examinations, 397 persons presented themselves as candidates for certificates. Of this number, 278 were licensed to teach, as follows: twenty-one first grade; seventy-eight second grade, and one hundred and seventy-three third grade. Two certificates have been annulled.

One State Teachers' Institute has been held in the county during the year, which was largely attended, and its influence, I am sure, cannot but be felt upon the schools during the coming winter. I have conferred largely with the school officers throughout the county, and have, in the discharge of my duty, found it necessary to carry on an extensive correspondence with them and their teachers. To specify all the various

items of office-work, which consume one's time, would be tedious. Their name is legion.

The work is necessarily a slow work, because it is a great work. Discouragement and failure appear at times, where encouragement and success were confidently anticipated. The best fruits resulting from all our labor are not as yet apparent, but I trust that the future will develop and make them manifest to all men. For the present, we must restrain our impatience, and rest content with the mere buds of promise; remembering that the work of reform must grow, if at all, like the seed sown broad-cast upon the soil. And the soil! is not the small yield, in some measure, justly attributable to its unproductiveness?

KALAMAZOO COUNTY—DANIEL PUTNAM, SUP'T.

SUMMARY OF LABOR.

I have examined two hundred and two persons as candidates for teachers; have granted six certificates of the first grade, seventy-seven of the second, and ninety-nine of the third; in all, one hundred and eighty-two.

I have made one hundred and eighty-six visits to the schools in the county, and have made twenty-two visits to districts in which the schools were not in session. Some of these visits have been short, and others have occupied a half day.

In addition to these, I have attended a considerable number of school-district meetings, and gatherings of the children of several contiguous districts, or of an entire township. I have also issued, quarterly, a small paper devoted to the interests of the common schools of the county, and have performed the usual office and incidental work connected with the interests of the schools, and the cause of education generally.

CONDITION OF THE SCHOOLS.

The space properly allotted to this report will not allow any detailed statements under this head. It will be sufficient to

say that generally the schools show improvement over their condition in the previous year. Something has been gained in regularity of attendance, in attention to studies and interest in them, and in deportment, and that indefinable something which we call the tone or spirit of a school.

MONTHLY REPORTS.

At the opening of the spring and summer terms, blanks for monthly reports were distributed to the teachers, with the request that they would fill them out and return them to me at the close of each month. Nearly all the teachers entered cordially into the plan, and it has been productive of great good.

A roll of honor also was attached to the report, to be filled up at the close of the term. This has likewise proved of considerable advantage.

SCHOOL-HOUSES.

We have still many very poor houses—some entirely unfit for use. But the number of such is steadily diminishing. Several excellent ones have been completed during the year, and several more are now in the process of erection. A good spirit pervades the greater part of the county in respect to the building and furnishing of new houses for school purposes.

I am sorry to be compelled to say, that it is extremely difficult to secure attention to the matter of proper "ventilation."

BOOKS, APPARATUS, ETC.

Some progress has been made towards securing uniformity of text-books in the schools; but still much remains to be done before the work is accomplished.

In some branches of study the variety of books would not greatly hinder the success of the scheme, if the teachers could be induced to employ the *topical* mode of instruction and recitation.

But few schools are supplied with any apparatus in the shape of maps, globes, charts, or blocks for mathematical illustration.

Reading charts are not specially desirable where black-board is abundant, and teachers are competent and active.

QUALIFICATIONS OF TEACHERS.

Slowly but steadily the standard of qualification on the part of teachers must be raised. In this chiefly lies the lever power which is to elevate the character of our schools, if they are to be elevated at all. This fact has been kept in view in the examinations. I am happy to be able to say that the teachers of the county, as a whole, are improving, and are seeking to improve still further. But very few, however, have read books on teaching, or have given any time or attention to special preparation for their work. Many are now beginning to do this, and the future is hopeful in this respect.

IN CONCLUSION,

It is, I think, safe to say that some advance has been made during the year, in the educational work of the county. The interest of the people in the schools is slightly increased and is increasing; a spirit of inquiry and study is beginning to be felt, and manifested by the teachers; and the children themselves are gradually coming to exhibit more of zeal and enthusiasm in their part of the good work. I have everywhere been received with the greatest cordiality and hospitality.

KENT COUNTY—C. C. BICKNELL, SUP'T.

Among the instrumentalities employed during the past year to promote the school interests of the county, are the following:

TEACHERS' INSTITUTES.

Four Institutes have been held this fall, each continuing three days. These were held at Grand Rapids, Lowell, Rockford and North Brownville. In conducting these Institutes, valuable assistance was rendered by some of the best teachers in the

State, and I am under special obligations to Prof. A. Daniels and Miss Emma Field.

EXAMINATIONS.

The examinations have all been appointed for two days, and in most of them much time has been devoted to instructions upon methods of teaching. All applicants for certificates have been required, in addition to their written examination, to give illustrations upon the black-board, and frequently to explain the use of the globe; and by teaching a class, to give an example of the course pursued by them in teaching the various branches. Believing that some knowledge of the principles underlying our government, and of the fundamental law of the State, is a necessity in a country where every man is king, I have asked questions designed to call out the teacher's knowledge of these subjects. I have also marked applicants under the heading "General Information," asking such questions as "Name some of the most eminent writers and statesmen, and relate something concerning them;" "Give some account of the Union Pacific Railroad;" "What news from Spain?" &c.

As might have been anticipated, some curious information has been obtained. I will favor you with a few specimens:

"The President makes our laws. He is also at the head of the judicial department of our government." "Congress framed the Constitution, upon the adoption of which we voted last spring, and the same Constitution was submitted to the States lately in rebellion." "Shakespeare writes for one of the New York papers." "St. Paul is the name of one of the books of the Old Testament." Some say "Daniel Webster was one of the Presidents of the United States," others that "He was one of the Pilgrims who came over in the May Flower;" others, "He was one of the signers of the Declaration of Independence;" whilst most agree that "He is the author of Webster's Dictionary;" and yet another class have no definite knowledge of him, but say they "don't know but *all* this may be true."

The whole number of applicants for certificates during the

year has been 463. Number to whom certificates were granted, 388. Number rejected, 75. Of the first grade there were given 37; second grade, 93; third grade, 258.

MONTHLY REPORTS.

Monthly Reports have been required of the teachers, which furnish me with much information concerning the schools, and material to interest the people; and I think too, it has a very favorable influence upon the schools. I have also requested the teachers to send me their programme of school exercises, with the first report of the term.

THE COMMON SCHOOL GAZETTE.

The Common School Gazette, a semi-monthly paper devoted to the educational interests of the county, was published last winter and spring, and we have resumed its publication for the coming season. Some of the ablest writers in the State will contribute to its columns, and we have engaged correspondents from abroad. Much interest has apparently been created by my reporting for the paper the condition of the schools and school-houses, as I find them.

A CIRCULAR.

A Circular to be read at the annual meeting was sent to each director, containing such suggestions as the school interests seemed to demand.

PROGRESS MADE.

In reviewing the labors of the past, the question naturally arises—what has been gained?

1. There has been an increased demand for well-qualified teachers, and a greater willingness on the part of school officers to pay them when obtained. The average wages of male teachers in the county for the past year is \$43 per month, and of females \$20 per month. In the country board is usually included.

2. There has been more earnestness on the part of teachers

to become prepared for and efficient in their work. One year ago, there was not a score of teachers in the county, outside of the Union Schools, who could pass examination in United States history and physiology. This fall it was required of applicants for certificates of the lowest grade. Some writer has said, "We cannot afford to educate children at the expense of their physical strength." With this view of the case, I have regarded it as essential that teachers should possess some knowledge of physiology and hygiene, and a rational understanding of the terrible results of transgressing the laws of health.

3. In the construction of the eighteen school-houses built in this county during the past year, there is evidence given that the people are beginning to believe our school-houses should be temples of beauty as well as temples of knowledge.

4. By referring to the accompanying tabular statement, you will notice that there are 190 school districts—eight less than last year, though there have been three organized in new portions of the county. This is progress in the right direction. The formation of small weak districts has been a great evil, and I trust the next report from this county will show that a much greater number have been consolidated.

5. Number of graded schools, 12; showing a gain of 6; number of months' school taught more than last year, 45; value of school-houses, \$191,935—a gain of \$52,263; number of children attending school, 11,221; and, best of all, there has been a gain of over 1,000 children, the present number being 15,229.

PER CENT. OF ATTENDANCE.

The per cent. of attendance is seventy-five, being a gain over last year. This is an item of great interest, for the reason that it shows pretty accurately the educational status of the towns in this county, and indicates the degree of efficiency of the public schools, and of the interest manifested in them by the people. This is far below what we would like to have it, yet the figures will compare favorably with school statistics elsewhere.

NEEDED REFORMS.

The common practice of changing teachers every term is believed to greatly retard the progress of our schools, and a large number of districts are adopting the plan of employing by the year. Much trouble also arises from teachers engaging for a certain number of months, upon the supposition that the custom so prevalent elsewhere, and the *law* in most of the States, that twenty days constitutes a school month, is the law here. When they arrange to close their schools they are informed that they have three or four weeks more to teach. Why not make the law in this State consistent with the universal practice of all our best schools and the conviction of all school men who have given the subject attention.

NON-ATTENDANCE.

We trust that the non-attendance at school of so many of school age will receive, as it deserves, the serious attention of our law-makers.

RATE BILL.

There are now but two States in the Union still retaining the rate bill, and Michigan, proudly boasting of her school system, is one of them. We confidently expect the next Legislature will carry out the principle so long held by the friends of education everywhere, "that the property of the State should educate the children of the State," and proclaim the Michigan Common Schools forever *free*.

I wish to express my gratitude for the kind coöperation and assistance rendered me by the working teachers and school friends of this county.

I trust that in Kent county we have caught some of the spirit and enthusiasm that has been awakened during the last year in the cause of popular education. The problem of universal education is not yet practically solved in this country. It becomes of more and more importance every year.

I rejoice that the reconstructed States have in their consti-

tutions made such wise and liberal provision for the support of common schools. The times are auspicious. It is glorious to live and labor in such an age.

LAPEER COUNTY—JAMES H. VINCENT, SUP'T.

There are 17 towns in this county, 123 school districts, 98 frame, 16 log, 1 brick, and 1 slab school-house. About 12 are being built, mostly in the northern towns. Several attempts have been made to build, but the districts could not agree upon a site.

During the summer, I visited 24 schools in the townships of Elba, Oregon, Marathon, Lapeer, Deerfield, Arcadia and Goodland; of these, 20 have out-buildings; 22, sufficient grounds; 22, not improved, even with a fence; 3, shade trees; 23, no outline maps; 22, uniform books; 24, no furniture; not one with seats as they should be; 19, badly seated.

All have black-boards, but most of them insufficient. I found teachers doing well under the circumstances. I met neither school officers nor patrons in my visits. Average time of visits, 2 hours. There seems to be considerable interest manifested in education, but, I think not as much as there will be, now the political excitement is past.

Up to this date, I have granted 78 certificates. One 1st, 45 2d, and 32 3d grade.

LEELANAW COUNTY—GEO. N. SMITH, SUP'T.

My first report will be brief on account of the shortness of time since my appointment to fill the place left vacant by the decease of my lamented predecessor, O. Moffatt, Esq.

I have always felt a deep interest in the cause of education throughout this region since its first settlement. I gave notice to the township clerks, soon after I received my appointment

as County Superintendent of Schools, and on the first day of June began my tour through the county. Nearly all the districts had employed their teachers, and most of the schools had already commenced operations. I found a part of the teachers well qualified for their work; a part wholly unfit for such a calling. These last, however, were few, and were granted third grade certificates at the earnest solicitations of the district boards for two reasons—that they were just beginning in the woods and were poor, and that they could not find any better teachers.

In all cases I endeavored to impress them with the importance of raising the standard of education as high as possible. This was generally well appreciated.

My plan was to get together the inspectors and as many of the citizens of the township as I could, and make the examination in their presence, and at the close give a lecture on the duties of parents, teachers and district officers, and in all cases I found a deep feeling on the subject, and received many and hearty thanks for my counsel and instruction; and think that in this way teachers and people were inspired with new views and impulses on this vitally important subject.

There are in the county twenty-eight organized districts. I have granted twenty-four certificates—four second grade, and twenty third grade. One first grade certificate was granted last year. There are five schools in operation not under the school law; one a select school in Northport. Three are taught by government teachers among the Indians. The schools are generally doing well.

The school-houses many of them are very poor, hardly fit to be occupied by teachers or scholars. Some are comfortable log buildings; one, in the village of Glen Arbor, constructed of gravel and lime, the people think is a perfect success, and recommend it to others.

In Northport we have nearly finished a fine graded school building, which has three departments. It is a frame building substantially and finely constructed, and is a great ornament to

our village, and we intend to procure first-class teachers. In every part of the county I found the people determined to construct good buildings as fast as they were able.

By vote of the board of supervisors I am to hold three Teachers' Institutes in different parts of the county this fall, in which I hope to give a new impulse to the cause of education, and we confidently hope our future record will be much better than the past.

LENAWEE COUNTY—C. T. BATEMAN, SUP'T.

The school inspectors have made returns from 199 districts. Eight of these contain graded schools, and employ twenty-eight teachers. The whole number of school-houses in use is 202. The above enumeration does not include the independent schools of Adrian and Hudson, which employ 36 teachers and occupy 9 buildings. Five school-houses have been erected since last report, four of which are good buildings. Three more are in process of erection, which will probably be finished in time for the winter term. One of these is being built in the village of Clayton. It is a brick building containing three rooms, and will cost about \$5,000. The number of school-houses with sufficient grounds, is thirty-eight; about one-half of which are suitably improved. Excluding those which have only black-boards and dictionaries, there are but two districts well supplied with apparatus, and two or three others, partially. Twenty-eight have outline maps. Text books are uniform in one hundred and ten districts, and nearly so in many others. The average age of teachers is $22\frac{1}{2}$ years. Since last report, I have visited 250 schools, of which 43 were taught by teachers who had had no previous experience. The above number would be increased to near 300, if the visits to each separate department in the graded schools, and visits made to districts where school was not in session be counted. The schools have generally done well. There were some failures last winter, mostly from want of proper discipline. The schools of

the past summer seem to have been better than those of the previous summer; still many schools fall far short of what they ought to be. There are many causes which work against the success and prosperity of our schools; among which may be mentioned, weak districts, large rate-bills, improper arrangements of terms, poor wages, uncomfortable houses, and want of interest among the people. The schools which were visited in July and August, showed the usual diminution, both in numbers and interest. The schools that were in session during these months generally had in attendance about one-third of the pupils enrolled. Many of the teachers complain that none of the patrons visit their schools. Some of the schools are neglected, even by the district officers, who fail to visit or look after their interests. I have granted since last report, 385 certificates; 13 of the first grade; 176 of the second, and 196 of the third grade. As a State Teacher's Institute was held at Adrian, commencing August 31st, it was thought best not to have any County Institute. A Normal class was formed at Adrian College, September 14th, and kept under my instruction three weeks. It numbered 40 teachers. One public lecture has been given on educational topics. No school journal has been circulated, but frequent articles have been published in Adrian papers. A County Teachers' Association was formed last year, which bids fair to become a success. The meetings thus far, though not largely attended, have been interesting.

MACOMB COUNTY—DANIEL B. BRIGGS, SUP'r.

This, as the second annual report, will embrace the record of my official work from Nov. 1st, 1867, to Nov. 1st, 1868.

Number of public schools in the county, 112. Number of private or select schools, 12. Number of graded or union schools employing two or more teachers, 8. Number of districts failing to sustain schools during the winter, 7. Number of districts failing to sustain schools during the summer, 8.

Number of districts afflicted with a *rate bill*, 36. Number of different schools (including private or select) visited during winter, 92. Number of different schools (including private or select) visited during summer, 108. Whole number of visitations made during the year, 310. Whole number of days devoted to visitations and other official work, 286. Whole number of persons examined for teachers' certificates, 215. Whole number having had experience in teaching, 147. Whole number having received certificates, 182. Number of *first grade* certificates granted during the year, 5; *second grade* certificates, 62; *third grade* certificates, 115. Number of certificates (issued by other County Superintendents) indorsed, 5. Number of Normal School graduates engaged as teachers during the year, 6. Number of teachers who have subscribed for the Michigan Journal of Education, 91. Number of children in the county between the ages of five and twenty, 9,496. Whole number enrolled in the public schools during the year, 6,676. Number of different teachers employed in these schools during the year, 196. Number of teachers retained in the same school both winter and summer, 24.

UNION SCHOOLS.

The eight union schools have employed thirty-three teachers. Three of these schools have two departments each; and the remaining five consist of three and four departments each. They are all (with perhaps one exception) *free* schools. Three of the number have recently issued catalogues. The people in the districts where these schools are located show commendable liberality in supporting them, and they are in a flourishing condition.

PRIVATE OR SELECT SCHOOLS.

Of the twelve schools of this class, six are known as Church Schools—German Catholic and Lutheran. These schools are in operation ten months in the year, sustained by church fund or subscription, having now an aggregate enrollment of 433

pupils. The remaining six (excepting one, which is permanent and patronized by a few families) were of short duration—continuing only during the summer vacation of the union schools in the villages where located. There were 174 pupils in attendance at these schools.

SCHOOL-HOUSES.

In my first annual report, allusion was made to our school-houses, representing that these, as regards comfort and convenience, very generally, fall far short of what they should be. It is comforting to report, however, that during the past year, there have been cheering indications of a righting up of public sentiment in this regard. Nine buildings have been erected at an average cost of \$650 00, and may be regarded as substantial, tasteful and convenient. Quite as many more have undergone thorough repairs, changing completely their internal arrangements, and making them quite attractive. The people in 14 other districts are now agitating the question of building the coming year. The poorer class of school-houses is composed chiefly of those built in an early day; but the relation of good school buildings to good schools, and the influence of school-house accommodations and surroundings upon the "physical, esthetical and moral education" of the people, is gradually becoming better understood; and there is reason to believe, that the unsightly ones, now disgracing many rich and populous districts, will soon be supplied by a better class of buildings.

CONDITION AND MANAGEMENT OF SCHOOLS.

It was my privilege to visit all the Primary Schools in the county *once*, and all but six *twice*, and some of the larger ones, *three* times during the year; and the Graded Schools, (excepting one,) *four* times.

It was universally observed, that the best schools were found in those districts where the inhabitants most frequently and systematically visit them. It is there, too, that the best teachers very naturally seek employment, for the reason that the parental

influence is such that all good efforts are appreciated by the patrons of the school. The general attendance of the pupils has been respectable, but by no means what it should have been.

IRREGULARITY OF ATTENDANCE

Is the greatest obstacle in the way of progress in the schools here as elsewhere. Our teachers have been doing much to remedy this evil; parents can, if they will, do much more. But the effectual remedy will be found, and only found, in some suitable legislative action, *compelling indifferent, unwilling* parents to do their duty to their children. If our schools are to be *free*, and the taxable property of the State is to contribute to the education of all its children, it certainly is the duty of the State to see to it, that *all*, for whose benefit this great expenditure is made, *shall* avail themselves of it. While visiting the schools, during the summer, I supplied the teachers with blank reports, to be filled out and forwarded to me at the close of the term, in order to secure a formal statement of the condition of all the schools, in respect to attendance and general interest. This system of term reports, was introduced mainly, in the hope that it might aid in securing regularity and punctuality in attendance. The teachers were authorized to announce to their schools: "That those scholars who were not absent or tardy during the term, and proved themselves model scholars in respect to deportment and scholarship, would receive from me *Cards of Honor*, and their names constitute a *Roll of Honor*, to be published in the County School Journal.

Reports from 78 schools have been received, with assurances from many of the teachers, that the system is already happily accomplishing what was intended.

We believe there has been a marked improvement in the mode of instruction and management of the schools during the past year. Our teachers generally are now manifesting an anxiety to inform themselves in regard to the more approved methods of instruction, which have been introduced with suc-

cess during the year by some teachers, who are possessed of the requisite information and ability. The increased desire on the part of most of our teachers to become better qualified for their work, has exhibited itself in many forms. Teachers, as well as the rest of mankind, are stimulated by motives, and since the adoption of our county superintendency system, they have faith to believe that if they prove themselves good instructors and disciplinarians, and so qualify themselves in regard to experience and education as to entitle them to a first or second grade certificate, their services will be in sure and ready demand with liberal pay.

EXAMINATIONS.

Regular examinations of teachers were held during the months of April and October. Those in April followed the County Institutes, which were held at *four* convenient and central points. Those occurring in October were held in the several townships, in compliance with law. Special examinations (by appointment), nearly twenty in number, were conducted at my office, to accommodate those who could not or would not make it convenient to attend the regular ones.

In all the examinations (both regular and special) a uniform method has been adhered to; and each applicant has been required to submit to both an *oral* and *written* examination.

The series of resolutions (raising the standard of qualifications), adopted by the Marshall Convention in July last, has been my guide in all examinations conducted since that time. It has been my purpose to make these examinations of such a nature as to test the applicants not only in *what they know*, but *what they can do*.

COUNTY INSTITUTES.

A series of Teachers' Institutes were conducted by me during the month of April, at the following places: Mt. Clemens, Armada Village, Utica and Romeo. Each Institute continued three days, followed by an examination of applicants for certificates.

These were appointed and held for the benefit of those who were intending to teach our summer schools; but a cordial invitation was extended to all persons in the county classing themselves as teachers, to be present and take part in the discussions and reap the benefit of them. Topics relating to the general conduct and management of schools, methods of conducting recitations, primary teaching, &c., were generally introduced by essays, followed by a free discussion, in which the older and more experienced teachers participated. These discussions were animated and exhibited a lively interest in the educational work. Thanks are especially due to many of our prominent teachers and some clergymen most interested in popular education, who cheerfully aided me and contributed so much toward making the Institutes entertaining and profitable. The attendance of teachers at these meetings was quite gratifying. Nearly two hundred names were enrolled. Although these Institutes were the first of the kind ever held in the county, and viewed as an experiment, yet we are comforted by many assurances of their success, and that they met the reasonable expectations of those for whose benefit they were designed.

COUNTY SCHOOL JOURNAL.

During the first eight months of my term of office, educational articles were furnished by me for a column in the "Romeo Weekly Observer," which was kindly and gratuitously placed at my disposal by its editors. As the *Observer* did not have a general circulation in all parts of the county, I felt compelled after a time to issue a journal of my own, which I did as soon as arrangements could be perfected. The first number was issued in January last. It is a *quarto* sheet, and makes its appearance *quarterly*. It has a *free* and *equal* distribution of 1,500 copies in the school districts. It was started and is continued with the expectation that its paying advertisements will meet the expense of its publication. The aim of the *Journal* is to keep the people of our county constantly informed in regard

to their own schools, and thereby awaken a more lively interest in them; to consider subjects relating to school instruction and discipline, and bring to the attention of school officers, teachers and parents their respective powers, duties and obligations. As the *Journal* is proving itself the best helper at my command, it cannot now be dispensed with.

During the past year, in my intercourse with the people, both official and personal, harmony has prevailed. Their continued hospitality and cordial sympathy have comforted, encouraged and greatly aided me.

MANISTEE COUNTY—CHARLES HURD, SUP'T.

There are sixteen district schools in this county, and one Union School at the village of Manistee.

The total number of pupils in attendance is 752; and the average attendance, 631. The district schools are taught on an average, 13 weeks during the summer season; and the average amount of wages paid teachers is \$18 per month. There are eleven log buildings, five frames, and one brick. Most of the houses are very poor, with the grounds unimproved, and not inclosed. Nearly all the schools are destitute of outline maps and apparatus of any kind.

Only two or three are in session in the winter. The buildings are very poor and uncomfortable during the cold weather, and on account of the great depth of snow, the children, many of whom live three or four miles distant, are unable to attend school; and again, the districts are small, and unable to maintain a school for more than four months in the year. Notwithstanding all these obstacles, there is a lively interest manifested in the prosperity of the schools, and a praise-worthy zeal is exhibited by parents, teachers and pupils.

The schools, for the most part, are very well taught, and are not below the average of those in some of the older counties in the State.

The Union School building at Manistee is a fine brick structure, erected last year at a cost of \$15,000.

Its capacity, however, is not equal to the wants of the rapidly growing town, and another building, consisting of two rooms, is now being built. The school is graded, and is making rapid progress in all that is characteristic of a successful school. The school census shows 450 pupils in the district; there being a gain of 120 over last year. The people are deeply interested in the prosperity of the schools, and will spare nothing to make them second to none in the State.

The school is well supplied with maps and apparatus. Five teachers are at present employed, and two more will be engaged when the other building is completed.

Although somewhat "remote," and for a small portion of the year "pent up," yet we intend to keep pace with the rapid strides made in the cause of education, and act in concert with the noble army of educators in the State.

MASON COUNTY—E. DORTY, Sup'r.

There are at present twelve school districts in the county, and others about to organize. The class of teachers are comparatively good for a new county; but I find much trouble in getting the school officers to keep proper records in their respective districts; (but I suppose this is a common complaint from new counties). You will notice that many of the district reports do not correspond with mine, for the reason that they were forwarded by the directors and afterward had to be corrected. There are still some deficiencies, but as correct as I could get them—for instance, in the township of Amber I could get no report of the two-mill tax. In the township of Freesoil, district number two, they raised a tax of seventy-five dollars, and built a log school-house on a *railroad lot*, but *fortunately* it burned down before having any school, and they are now about

to erect a frame one on a site where the title is good; but as this is new business to most of them, doubtless they will learn by a little such experience.

MECOSTA COUNTY—G. W. WARREN, SUP'T.

CONDITION OF SCHOOLS.

Some of the districts are laboring still under the inconvenience of being *too poor* to support *good* schools; hence many have been but a little better than none at all. But owing to the increased population of our county, and ability of some of the districts to pay reasonable wages, they have had good schools during the past summer; and a few would compare well with the best in older portions of the State.

The two districts in the village of Big Rapids have voted at their last annual meetings to unite and form a union school district.

There will be three terms of school, twelve weeks each, during the ensuing year, for which four teachers are to be employed.

SCHOOL-HOUSES.

Though there is still a great deficiency in respect to houses, and many of them are entirely unfit for use, yet there has been improvement during the year. Some new and convenient frame buildings have been erected, and others repaired. But a very few have any furniture or outline maps. None are supplied with apparatus.

EXAMINATIONS.

Since the last report, (Nov. 8, 1867,) there have been forty-four applications for certificates; forty-one have been granted, as follows: 1st grade, 1; 2d grade, 22; 3d grade, 18.

NUMBER OF DISTRICTS, ETC.

There are forty-five school districts in the county. Thirty

have had schools during the summer, twenty-six of which I have visited. The others had closed before I reached them.

I have generally met with a warm reception, by the people and teachers; have urged the people to give more attention to the advancement of education; also, teachers the necessity of becoming more thoroughly qualified to perform the work assigned them, warning them that we should be more exacting at our examinations than heretofore.

COMPENSATION.

I am allowed \$4 per day for all time spent, not exceeding 160 days.

NUMBER OF TEACHERS AND AMOUNT PAID.

Five men and twenty-five women teachers have been employed during the summer, at an average price of \$3 75 per week and board. Average time of schools throughout the county, 3½ months.

TEXT-BOOKS.

There is but little uniformity of books, but much more interest is being manifest than heretofore.

TEACHERS' INSTITUTES.

Time and circumstances combined, have not allowed us to hold any Institutes the past season, which has caused many of our teachers to be somewhat disappointed. We would be highly gratified to have one of the State Institutes appointed at this place next spring. The people are generally in favor of it, and will do all required of them on such an occasion.

MIDLAND COUNTY—E. P. JENNINGS, SUP'T.

During the past year I have examined twenty-six teachers, and given certificates as follows: one of the first grade, four of the second, and twenty of the third grade.

Most of those offering to teach during the past year have been quite well qualified, though some were deficient in the necessary qualifications for school teaching.

I have visited all the schools in the county except one or two, and some of them three or four times during the year.

All the teachers taught through the terms for which they had contracted, except one or two, and most of them creditably to themselves.

The school-houses in this county are mostly cheap structures, though there has been considerable improvement during the year in the way of building and repairs.

I have not been able to learn much of the condition of the several town and district libraries, mostly from the fact that but few of the reports mention much, if anything, in relation to them.

Some of the reports this year are again somewhat defective. We have to do without a good deal of delinquent taxes in this county, which is one reason of the mistakes made by directors. They say they don't know whether to report all that is voted to be raised by the districts, or only what has been collected and is actually in the hands of the district officers.

I have directed those that have inquired of me, to report all that the districts had voted to raise, and draw their orders for the same, though, of course, they will sometimes be at a discount. This I thought the only way to keep and balance their financial accounts.

[The proper way is to report as "Receipts," only what money actually comes into the hands of the assessor; (the law requires all the funds of the district to come into his hands before being paid out), and as "Expenditures," only what money is actually paid out. The financial account in the director's report should be made from the assessor's books. Where an order has been given and not paid, it should not be accounted as paid, but should appear in the "Indebtedness." The director's report should take no account of uncollected rate-bills, or of taxes that

are collected, unless they have come into the assessor's hands. It should be an object, however, to draw all moneys into his hands, before making the report.—DEP. SUP'T.]

MONROE COUNTY—CHARLES TOLL, SUP'T.

Educational matters in this county, generally, manifest an improved condition, under the present system. Nothing like a *revolution*, however, has taken place, though a steady, but slow advancement is apparent. There is a disposition to advance the school interests of our county, and to acquiesce in all the provisions of the school law. Where there exists any exception to this, it is not the effect of intent; but the legitimate result of ignorance, and incompetency on the part of school officers. Where they are incapable and disinterested, we have poor schools, short terms, and inferior teachers.

During the last year, I have held examinations in every township of the county, and in several of them two. I have also made fifteen appointments for special examinations. I have also examined one hundred and forty-five teachers—forty males and one hundred and five females. I have issued eight first grade certificates, sixty-two second grade, fifty-nine third grade, and have rejected sixteen applicants. I have also endorsed six certificates from other counties. In these examinations I have conformed to the recommendations made by the Convention of Superintendents, with some four or five exceptions, which were necessarily made, and reasons endorsed on the certificates in the several cases. Refusing certificates to unqualified applicants at some of the late appointments, has caused a considerable inconvenience to directors; but my action has been received in a proper spirit on the part of the applicant and officers, I think, in every instance. By my endeavors to secure competency on the part of teachers, strengthened by the approval of those who employ them, we have removed in a measure, one of the greatest barriers to a common school edu-

cation. One or two more steps in the same direction will immeasurably improve our schools.

Since my last report, I have made one hundred and fifty visits to the schools. In these, I have endeavored to get a knowledge of the teacher's ability in the school room. I also examined the registers kept by teachers, and in many instances found them incorrect; and as these inaccuracies affect materially our school statistics, I make it a point to enforce the necessity of care, in this respect. The ends to which my purposes were directed in making these visits, and the measure of benefit resulting therefrom, depended upon the surrounding circumstances, and the condition, or necessity of the particular case. When schools were generally as good as could be expected, I expressed my commendations, and encouraged the teachers and pupils in their good work; when I have found them otherwise, I have freely criticised what was faulty on the part of scholars, in a way as acceptable to them as I could make it; all suggestions to teachers were made at a private interview.

Irregularity of attendance is one of the greatest obstacles met with in our schools. We have in the county, 9,402 children, between the ages of five and twenty—an increase of 319 over last year; of these, I found sixty-one per cent. enrolled in the winter schools, and fifty-one per cent. of those enrolled were in attendance at time of visitation. This could hardly be credited, did not observation make it apparent. To remedy this, compulsory attendance has been advocated by some; in the abstract, it might be right, providing the schools were what they should be, but there are serious and tenable objections to the adoption of such a measure, and the objections on both sides seem to nearly balance each other. An effectual remedy, however, would present itself by having better school rooms, with necessary appliances; better teachers and better parents. To reach this result, requires time and well directed exertion.

Some seven school-houses have been built during the year, some really a credit to the district in which they are located.

The Petersburg Union School building will be completed next spring, and will be creditable to the intelligence and enterprise of that village. Some few schools have been supplied with outline maps and necessary apparatus, but not to as great extent as expected.

My communications with the people of the county on educational matters, have been through our local papers, and with them directly. The time allowed me has not been sufficient to enable me to do all that should be done to fill the spirit of the law creating this office, and to come more in contact with the school management for the purpose of advancing or interchanging views. I am convinced, however, that with some changes of the law, county supervision of schools will result in substantial benefit to them; but all that is desired cannot be done in one nor in two years.

In closing this last official report, I wish to express my acknowledgment to those who have extended to me courtesies and generous hospitalities when on my tour of duty; and also to the Editors of the Monroe Commercial and Monroe Monitor, for the use of their columns in promoting the interests of the schools.

MONTCALM COUNTY—J. F. COVEL, SUP'T.

The number of school districts in Montcalm county is ninety-seven, the most of which have had schools during the past year. There have been thirteen school buildings erected in the past school year, and for the most part they are well constructed, with a view to the health, convenience and better interests of pupils. The new Union School edifice at Greenville, nearly finished, will compare favorably with the best in the State. Too few of our school-rooms are furnished properly, and too many not at all. A few have been neatly repaired, reseatd, painted, &c.; while three districts, viz.: No. 1 of Pine, No. 7 of Fair Plains, and No. 2 of Evergreen, have graded and fenced the

grounds, fixing them neatly. It is hoped that many more may catch the inspiration and fence their school buildings out of instead of into the road. A few shade trees would add much more to the beauty and benefits.

Many of our districts are too small, and consequently too poor to support good schools a sufficient length of time; many not being able to have more than three months school during the year. There is much need of reform in this matter. Many of our schools had vacations during the extreme heat of summer, with general satisfaction to patrons, pupils and teachers. We hope that all, in the future, will arrange their school terms so as to have vacation during July and August.

Since my first report, I have held 41 public examinations, requiring both a written and an oral test. The number of candidates examined is 191; 123 of whom received certificates as follows: 3 of the first grade; 27 of the second; and 93 of the third. I am pleased to add, that the average standing of candidates is much higher than at first, and that there is an increasing *pride* on the part of teachers to obtain higher grade certificates, and to gain for themselves the reputation of teachers. The greatest deficiency I notice, is in the theory and art of teaching, governing and managing a school; too few have studied this subject, or given it any thought. I am also glad to notice more interest on the part of school officers in securing competent and worthy teachers.

The averaged attendance is a gain over last year, yet there is room for, and much need of improvement in this respect. When the schools are free, the attendance is generally good, and the school a success; but when there are "*rate-bills*" the attendance is inversely proportional to the size of the "*bill*," with a corresponding want of interest on the part of patrons, and of course, a disposition to hire cheap teachers.

It is hoped that some means will be devised, whereby every school is made free, and a more regular attendance secured. A want of uniformity in text-books is another great hindrance to the better progress of our schools. District boards do not

attend to this part of their duty, and but few schools have anything like uniformity in books.

While I see a decided improvement being made on the part of teachers, I also notice a growing interest on the part of school officers and patrons, which speaks well for future success.

I have been kindly received throughout the county, and in addition to the visitations upon the schools, I have given evening lectures which have been well attended.

MUSKEGON COUNTY—D. McLAUGHLIN, SUP'T.

The number of school districts in this county, is 49; school-houses, 49; districts without houses, 4; Union schools, 1; frame school-houses, 33; log houses, 16; frame houses built this year, 4; school-houses unfit for use, 8; unsuitable furniture, 13; schools with uniformity of books, 19; schools in which the Bible is read, 30; schools well classified, 21; schools supplied with apparatus, 0; schools supplied with maps and globes during the year, 6; No. of female teachers employed, 51; No. of male teachers, 8.

I have granted 1st grade certificates, 2; 2d grade, 8; 3d grade, 51; number of failures, 14; number of teachers who have taught 5 years, 9; number of teachers who have attended a State Institute, 25; number who have read books on teaching, 23; number of schools I have visited, 45; number of officers met with in schools, 3; number of patrons in schools, 25.

Good teachers are very scarce in this county. Again and again, I have given certificates to applicants totally unfit, but I have only chosen the less of two evils, considering it better that an incompetent person should *keep* school three months, than that there should be no school at all. The greatest drawback, however, to our schools is, that abominable rate-bill. I hope and pray that the next Legislature will wrap it in its winding sheet, and give it a decent burial in a grave so deep that it never will be resurrected.

OAKLAND COUNTY—P. M. PARKER, SUP'T.

In pursuance of your circular received some time since, wishing me to try and forward my report by the 15th of October, I will at this late day make my apology, and with it a statement of the condition of the schools of Oakland county, so far as I am able. In view of the short time that I have had the supervision of this county, (or rather its schools,) I feel a little unprepared to enter into that detail that would be expected from a Superintendent from Oakland county, who with one year and a-half, occupied in investigating the interests and resources of 250 schools should be able to present.

I entered upon the duties of my office on the last day of March, A. D. 1868, by virtue of an appointment, with a programme made and advertised for my first month's labor, viz: The examination of teachers to be held in eight different places in the county, and the tour gave me an insight into the work to be performed that I had not expected to find, to wit: a prejudice to be overcome that in part had its origin in the failure to visit the schools; there being a good many schools, and some whole townships that had not as yet received a visit from my predecessor, and instead of meeting with the cooperation of school officers and a satisfactory feeling among patrons and teachers, I found in many localities that the people were becoming in a degree *fault-finding* and *clamorous* over the institution of "County Superintendents," and the argument could only be met with the promise that the *schools should be visited*. And after one month spent in the examination of teachers, I occupied my whole time in visiting schools, and settling such points of difference as would occasionally arise between teachers and their employers, and up to the 22d day of August I had *visited one hundred and eighty schools*, spending from one to three hours in each, as circumstances would seem to require, and I am happy to report about seventy-five of that number under a *good system of instruction, well disciplined*, and giving unmistakable evidences of the "right persons in the right

places," while the remaining one hundred and five were but little better, and some of them really *worse* than no schools.

While I have made it a special business to correct the evils which lay in the way of good schools, so far as possible, I have also tried to discover the causes, some of which are beyond the reach of County Superintendents or any other human instrumentality: it is the want of aptness to impart instruction or command the respect of children, in chronic form, of so long standing that it is impossible to get back to its origin and find the teacher on which to effect a cure. I mark such in my minutes with a "w," that I may be able in my future examinations to weed out the worthless who, under the old system, were allowed to grow side by side with the worthy, and give their fruit more than a hundred fold.

I find other hindrances, but they are not so fatal in their character. I will notice a few only. First, a lack of interest and energy among the parents and patrons, in not securing the comforts of their children by various neglects. Seating school-houses, providing proper stoves, ventilating the room, providing good dry fuel. Also, an almost universal neglect to visit schools, and thus failing to encourage both teacher and pupils. Slovenish careless habits are formed, to say nothing of the demoralizing influence that is invariably the result of a dirty dingy school-house, that is constructed and kept in repair with no reference to neatness or comfort, the only object being the greatest amount of school hours with the least possible expense; and I regret to say that more than one hundred such cabins are stuck down in the corner of fields, on the side of the road, in all cases turned into the street, in this county, and no good teacher can do himself credit in such a place; but instead, will eventually become himself the victim of a degenerating influence. Secondly, teachers are apt to teach as they were taught, and many teachers who have been engaged in this county, have never had any opportunity beyond the primary school, which may have been a *very poor* one, and while they may possess all the elements requisite for a good teacher, they, like the "rough

stone from the quarry," need the rough corners taken off, the surface smoothed down and polished by attending some good training school with an especial purpose of receiving such finishing touch, and I am proud to say that we have now in this county, three such schools under the form of Union schools, superintended by competent teachers, and controlled by school boards, who spare no pains to make their schools desirable institutions of learning. A third difficulty is the familiar song in nasal tones, "our school is small, and the scholars are all young and backward, the oldest not more than fourteen," and Miss "Z" is "competent enough" to *keep* our school, and you must give her a certificate, so that we "can draw the public money." Public opinion is in sympathy with the whining demand, and too frequently the Superintendent lends a listening ear, a certificate is improperly granted, and the school is "*kept*." The last three difficulties I think may generally be regarded as curable only through the untiring efforts of the County Superintendent, through the medium of county institutes and public lectures.

INSTITUTES.

I have held six such institutes (since the first of September) of four days each, and they were attended by over 200 teachers, and although their full beneficial results are not yet discernible, I am confident that the leaven is in the meal, and I expect to see its good results; one thing is certain in this county; that is, a change has been effected by the present system, to the extent that worthless unqualified teachers are so marked, that competent ones are no longer of necessity placed in competition with them for teacher's wages. Finally, judging from the experience that my short term has afforded me, the expected reform of the school system will be prosecuted successfully only through Superintendents who *love their work*, and cheerfully "put shoulder to the wheel," and untiringly labor, giving their whole time and strength; calling to their aid and confidence, school district officers, (who will, no doubt,

many of them need a great deal of patronage,) and with their coöperation in advancing school interests, the masses may be educated to see the demand that society has, and cheerfully respond to that demand.

SCHOOL-HOUSES.

We have some fine school-houses, even in the rural districts, finished in good style, and many more under contemplation, but there seems to be a great lack in furnishing with appropriate apparatus. I have even seen one large brick building put up this season, was invited to visit it, and while the builder was proudly exhibiting what he considered a *model school-house*, I asked "where are your black-boards?" his reply was, "no one said anything about a *black-board*, it was probably *forgotten or not deemed necessary*;" and out of the 180 schools that I have visited, I find by my minutes, that over 80 school-houses are unfit for use, and many more in need of repairs that have been deferred for several years; and I also find a record on my minutes of several good promises, that such repairs shall be attended to this fall. I have made it a point in my lectures and through the papers published in the county, to urge the necessity of convenience, neatness and propriety in everything pertaining to the school buildings and grounds as indispensably essential to good order and moral discipline; on the principle that refinement is better cultivated, and the finer sensibilities more perfectly reached in the parlor than in the "cow-shed."

SUMMARY.

I will offer as an apology for the late date of this report, and the imperfect manner in which it is presented, the summary of my work since the last day of March, 1868. I have examined 452 teachers; given 306 certificates; held examinations 47 days; held 6 institutes; rode in my buggy 4,000 miles; have written and sent by mail over 200 letters; visited 180 schools; have paid out cash as traveling and institute expenses, 300 dollars; and received as compensation therefor, 717 dollars cash, and

the "God bless you" from many honest hearted lovers of education. *Have I not been well paid?*

OTTAWA COUNTY—A. W. TAYLOR, SUP'T.

In June last, I received an appointment at the hands of the Superintendent of Public Instruction of the State to fill the vacancy occasioned by the resignation of Superintendent Vanderveen, and entered at once upon the discharge of the important duties pertaining to that position, and, during that month and the two succeeding ones, visited the majority of the schools in the county.

SCHOOL DISTRICTS.

There are in this county, at present, nearly one hundred school districts, embracing in the aggregate nearly eight thousand persons between the ages of five and twenty years. Of these districts, seven support Union or graded schools, employing from two to eight teachers each.

DISCIPLINE, MODES OF INSTRUCTION, &c.

As to discipline and modes of instruction in the schools visited, it affords me great pleasure to be authorized to state that, though the greater portion by far of teachers employed in the county are young, and have had, as yet, but comparatively little experience in teaching, I find on the part of most of them a commendable ambition to discharge all the duties pertaining to the school room faithfully and efficiently—not merely with a view to secure the stipulated salary, but with the far more laudable purpose of benefiting their pupils, and with a desire and study to become still better qualified for the honorable and useful position occupied by them in community. I find the majority of teachers, in short, eagerly seeking the more modern and improved methods of teaching and discipline, that they may be generally and uniformly put in practice, and thus enhance materially the effi-

ciency of [the schools of the county. The order prevailing in our schools generally, and the modes of discipline adopted are commendable.

SCHOOL-HOUSES AND APPURTENANCES.

Of the school-houses in the county, I find nine valued at \$500; eleven at \$600 to \$800; four at \$900; one at \$1,000; three at \$1,200; one each at \$1,500, \$2,500, \$3,500, \$3,600; the highest in value—those of Grand Haven city—valued at \$12,000. The seating in these houses, and even in some of less value, is generally convenient and comfortable and the ventilation ample. Many of them are provided with maps, and a few with globes. A few primitive frame and log houses yet remain, but are rapidly giving way to more modern, convenient and attractive edifices, a goodly number of which will be erected the coming year.

Most of the school-houses valued at \$300 and upward are tastily painted, ample play-grounds and suitable out-buildings are generally attached, but many of the yards are not fenced properly, and but few are provided with a sufficiency of shade and ornamental trees and shrubs—but an improvement in this respect is promised during the present school year.

DISTRICT AND TOWNSHIP LIBRARIES.

It is almost universally conceded by our citizens, that the idea of enhancing the value to community of our township libraries, by dividing that of each town among the several school districts thereof, is a mistaken one, as the sequel has already demonstrated, particularly so, in newly organized townships. Hence, on diligent inquiry, I find in townships where the library has been so divided, few, very few school districts where a public library is worthy the name, exists at the present time. The few books thus apportioned to each school district have been scattered, destroyed, or lost, at least, the larger portion of them, and a general desire is manifested on the part of those interested—district officers and others, for a return to the former system of township libraries alone.

TEACHERS' INSTITUTES, LECTURES, &c.

Two Teachers' Institutes have been held this fall under my supervision, assisted by Messrs. O. L. Crosier, Crandall, L. W. Shepherd and others—eminent teachers of the county—one of the Institutes being held at Berlin, and the other at Holland city, at each of which a goodly number of teachers, school officers and citizens were present. During these Institutes, the "word method" of teaching beginners in reading, "object teaching," and other improved methods of teaching other branches, and approved modes of discipline were amply illustrated and discussed.

I have also given several public lectures to patrons of schools, as to measures that may be adopted on their part in connection with district boards, to secure regular attendance of pupils, an adequate supply of school books, &c., &c.

In conclusion, allow me to state, that a more lively interest is evidently awaking in the public mind of citizens of our county, under the present supervision, than existed under that of township inspectors alone, relative to elevating our public schools to positions of greater efficiency and influence, so that the masses may therein receive a thorough practical business education, firmly believing that with a proper, legitimate co-operation of school officers and patrons with active, live, efficient County Superintendents, so desirable a consummation will speedily be attained.

SAGINAW COUNTY—J. S. GOODMAN, SUP'T.

In compliance with the law I have once more the honor of submitting to you my report as County Superintendent of Common Schools in and for the county of Saginaw. The period covered by this report is eleven months, closing with Sept. 30, 1868. At the date of my former report, (Nov. 1st, 1867,) I was engaged in holding a County Teachers' Institute at East Saginaw. In this work I received great assistance

from Profs. Eastabrook, Ewing and Truesdell, Rev. L. C. York, of Genesee county, and Dr. Jerome, of Saginaw City. Something over sixty teachers were present, and the Institute was interesting, and we hope profitable to all concerned. At its close, a Saginaw Valley Teachers' Association was formed, the monthly meetings of which have been in general well attended by the teachers within reach. During the time covered by this report, I have been endeavoring to discharge, to the best of my ability, the duties of my office. I have examined 214 teachers, and have given 199 certificates. Of these have been of the first grade, *none*; of the second, 15; and of the third, 184. Ten applicants have failed to obtain certificates and five withdrew ere the examination was concluded. In this department of the work I am endeavoring to reach a higher grade of qualification, holding the applicants to a more rigid questioning, and requiring a larger percentage of correct answers. As a result of this course, quite a number who came seeking second grade certificates have only reached those of a third. In arranging these examinations, I have endeavored to bring them, so far as possible, within easy reach of every teacher.

Prominent among the objections to the system of County Superintendency, which met me on my first tour through the county was this: that it would put many of those wishing to teach to the trouble and expense of a trip to the County Superintendent's office to be examined—that very likely on reaching the office they would find him absent, and thus have their journey for nothing. It was with a view of meeting this statement that, besides the yearly examination required by law to be held in each township, (which I held in the fall,) I visited twelve of the towns in the spring for the same purpose. I have also given notice that I am in my office every Saturday for the purpose of meeting any teachers who may present themselves, as well as of attending to any other business connected with the school work.

During the period covered by this report, I have made 166 visits to schools or districts, having in a few instances found the schools closed previous to my reaching them. In 17 districts there has been no summer school, and in one or two no school by a qualified teacher. In addition to the public schools, I have also visited the school of the Germania Society of East Saginaw. This I found in a highly prosperous condition, having an attendance of about 250 scholars and an able and successful corps of teachers. The Society is about erecting a new and commodious brick school-house, their present building being altogether too small for their use.

In the matter of school-buildings the year past has witnessed a decided advance. The house in Saginaw City, mentioned in my former report, has been completed during the year and is at present occupied by the schools for whose use it was designed. In East Saginaw a new brick school-house has been finished in the first ward, and occupied since January 1st, 1868. The same is true of the new brick building at Bridgeport, and in district No. 1, in Saginaw township. In several other districts commodious buildings have been erected during the year, while in still others the work is now going on.

In visiting the schools of the county during the past summer, I have become fully satisfied of the correctness of the position so ably presented by the Superintendent of Washtenaw county, as to the unsatisfactory results of our summer schools. On a comparison of the attendance in July, with that in June, I found a large falling off—so large, as to be in many cases almost ruinous. In quite a number of schools the attendance was so meager, that the compensation of the teachers amounted to \$1.50 per week for each scholar in attendance. Nor was this all, owing to the heat—the hurry of business—the berries and the musquitoes, but little was doing or could be done in the way of educational progress. In view of this state of things, I prepared and sent into every district a circular, recommending a change in the school terms, something as follows: a two months term in the fall, commencing as soon as possible after

the annual meeting—a three or four months term in the winter, and a term of two months in the spring; closing not later than the middle of June. In most of the districts I have heard from, the proposition has been favorably received, and will, I think, be carried out. A few of the districts seem to be so situated as to make it, in their judgment, inexpedient to make the change suggested. It had been my intention to hold a teachers class, to last about five or six weeks during the fall, but on account of the change above indicated, I was obliged to postpone it for the present. In my work as County Superintendent, I have labored especially to secure greater punctuality on the part of the scholars in our public schools. The experience of the year has only deepened my conviction of the truth of last year's statement; that of all our difficulties, the greatest is to be found in this irregularity of attendance; and that to correct this evil, is to achieve a result whose importance cannot be over-estimated. With reference to the system of County Superintendency, I believe there is growing feeling in its favor; and that young as it is, it has already produced fruit of great value in this great educational work. Already are our districts demanding teachers of a higher grade than heretofore. Already are they, by an increase of compensation, stimulating teachers to acquire advanced qualifications, and thus may it ever be until our beloved State, standing as she already does, in the front rank of the sisterhood, so far as her educational system is concerned—shall stand side by side with the proudest and the best of all in the universal enjoyment of the benefits arising therefrom, until there shall be found no child in all our broad domain, who may not, and who shall not enjoy all the facilities necessary to fit him to act wisely and well his part in the proud position of the American citizen.

SANILAC COUNTY—C. S. NIMS, SUP'T.

I have held 27 public examinations during the year, examined 115 candidates, and granted 9 certificates of the first grade, 49 of the second, and 52 of the third, and rejected 5 applicants. The candidates generally have shown a good degree of proficiency in the common English branches, but a great deficiency in the higher. On visiting the township on the days appointed, I have had a poor attendance of teachers; too many of them appearing and asking for a special examination. Whenever I have granted such, it has been in those cases where it did not seem reasonable to refuse. It is impossible in a county so new and large as this, to make the rules apply that seem necessary and proper in older and more populous counties. I have adopted a plan of holding examinations at several of the most central points in the spring and fall.

I have visited, with some few exceptions, each school in this county at least once in each term. The extent of the territory and the condition of the roads over which I am obliged to travel, have rendered it impracticable for me to reach some of the more remote districts while the schools have been in session.

I issued one copy of an educational journal, and have had numerous articles of an educational nature in the local paper, having had free use of its columns.

An Institute has been appointed for the last week in October, to be held in Lexington.

The interest manifested in the progress of the schools in some portions of the county, is very encouraging. Several new school-houses have been erected or completed during the past year, and arrangements made for others soon.

In Maple Valley, a new township, with a sparse population, a good house has been erected; another in Speaker, and another in Fremont. A large brick house has been completed in the village of Port Sanilac, and an addition made to the build-

ing in the union school district of that township. The house at Forestville has been seated and is now in a good condition.

During the winter and spring term, I required the teachers to report to me monthly, and at the end of the term to furnish me the names of those three scholars who stood highest in respect to punctuality, scholarship and deportment, and to these cards of honor were awarded.

SHIAWASSEE COUNTY—F. W. HEWES, SUP'T.

I believe that the schools of this county are in a prosperous condition. By this, I would not be understood, that *all* is as it should be, but that in general, there is an interest taken in the work, which looks in the right direction. Our teachers are becoming awakened to the necessity for *thorough*, earnest work, and I am met by the patrons of schools in so friendly and interested a manner, as shows that they too are wishing for improvement; nor is this interest alone exhibited in word and look, but their *works* show that they feel, and are willing to act. This is more evident of late than previously. Many of the old houses are being replaced by new, and much more commodious structures. Many are taking earnest steps in the thorough repair, and furnishing of their houses which have been so long neglected. These assertions are made, in part, upon the strength of reports which I have received from the township clerks, and others, since the annual school-meeting. Were I to make an estimate of the increase of interest by teachers and patrons, in the educational work within the past year and a-half, I should state it at not less than 100 per cent., and it shall be my earnest effort to increase this interest by every means in my power, and I hope to see our schools steadily emerging from darkness, into the strong light of full clear day. Yet I would not appear to place too high a value upon my efforts, for as you know, I have only been in this work since last May. Still, I believe I know something of what is required

to waken this interest, and turn it into right channels, as I have been all my life engaged in the primary school work; I do not mean that interest which is full of large talk, but that which takes hold of the work with a will, and accomplishes it. But my hands are somewhat tied. My time is limited, so that I have only a meager chance to do anything aside from visiting the schools and holding examinations. You will see that 175 days is but a very short time to visit 105 schools, and hold the necessary examinations. It leaves no time for educational meetings or institute work.

I visited all the schools which were taught in the county this summer, except five. Two of these closed before I reached them, on account of failures, (both in Vernon township,) one in Middlebury, in which I found the officers and teacher quarreling. One in Owosso closed the P. M. I reached it by a picnic which I attended, and took part in the exercises, and one in the same township, had only three weeks school. There were six districts in the county, which had no school. I visited and witnessed the efforts of 105 teachers in the primary and graded schools of the county.

The whole number of certificates granted during the year by my predecessor and myself, is 115; of which 110 were third grade, and 5 second grade. It has been found necessary to refuse a few applicants. Most of the certificates were well marked. Our teachers are generally awaking to the necessity of earnest effort and faithful preparation, and I think I may safely say that they will compare favorably with any county in the State. I do not say this from a merely local knowledge. You may be surprised at this statement when compared with the number of third grade certificates granted. I have this to say on that point. All of the certificates granted in this county have been in strict compliance with your instructions, while (I speak advisedly,) in adjoining counties, first and second grade certificates have been granted without a question on any one of the five additional studies required for those grades.

As regards houses, furniture, grounds, &c.: There are twenty

houses which should not be used longer, and probably several of them will be replaced by new ones the coming year. Forty-six houses have no privy. This, too, I judge, will in a great measure be corrected the coming year. As for grounds, I have marked forty-seven as having sufficient grounds. By this I mean they have something more than the roadside. Very few have grounds that I would really call sufficient, for from one to two acres is my idea of the amount required. A few grounds are fenced, and in some are trees which dame nature planted. Sixty-five are only poorly furnished; there is either a lack of seats, &c., or they are entirely ungraded, or are so illy arranged that they are very inconvenient. The remaining ones are comfortably, and some very finely furnished. In fifty-eight houses the furniture is more or less injured by knives, &c. The stoves are, many of them, in a sad condition, and some which would otherwise heat the rooms well, are raised so high as to prevent the object designed. Taking size of rooms, condition of repairs, &c., into consideration, I mark the stoves of our houses at 70 per cent. In seventeen rooms I found maps, (outline,) and in twenty-three, Webster's Dictionary. The books are entirely uniform in forty-eight schools, and in most of the others nearly so, while in some they are so ununiform as to at least reduce the teachers benefit to one-half of what it would be with uniformity. In forty-two schools the Bible was read at the opening, and in a few prayer offered also. The average of time, the past summer, was 3.46 months. The average age of teachers, (all females,) 19.86. Thirty-two teachers had had no previous experience, and thirty-six had less than one year's experience. Eight had attended the Normal School; twenty-four had read books on teaching; eighteen had attended teachers' institutes. Of libraries, I have only the same to say as my predecessor. Their condition is sad indeed. The report I received from one town clerk was this: 144, minus 140. Could there not be legislation which should empower the County Superintendent to look after and enforce payment of

finer? Otherwise I do not see that we can reach them. A few districts have well kept libraries.

The graded schools of the county are in a prosperous condition. That at Byron has suffered during the past summer very much, through the stubbornness of its director, in refusing to comply with the wishes of the people, in hiring the teacher of their choice last spring; but I believe a better state of affairs is now dawning.

The Union school of Corunna is in a very prosperous condition, which is owing very largely to the long-continued effort of its able principal, Prof. T. C. Garner, who has successfully conducted it for several years. The people of Corunna are awakened to the necessity of united and earnest effort, and hence the work moves.

At Owosso their magnificent building is approaching completion. It is now occupied by all the departments except the "high school," and that will have removed in a few days. All of the work is being done by the day, and the result is a superior structure. It is undoubtedly one of the finest edifices this side of Boston. Nor is this the only evidence of improvement. The principal, Prof. Albert Hardy, is an earnest, faithful, thorough laborer, and is fast bringing up the standard of the school, which was very low when he entered the work, one year ago. Everything speaks now for a future of great success for the Owosso school.

In conclusion I would say, it shall be my earnest effort to do all I can, as it has heretofore been, for the cause of education. I have written several articles for the county papers, which I hope have done some good. They were upon the subjects of building houses, general work for the annual meetings, hiring teachers, teachers' preparations for their work, &c. Wishing large success to every effort put forth for the glorious cause of education in our State, I hope to be able to assist in securing that success by *personal* effort.

ST. JOSEPH COUNTY—CHARLES M. TEMPLE, SUP'T.

We have now concluded a year and one-half of service as County Superintendent of Schools for St. Joseph County. The duties of this office commenced May 1st, 1867. It was an office that was then new. Neither the people nor the incumbent were acquainted with its duties. It was laying aside old forms for new, and, as yet, untried ones. Of necessity, it would take time to become familiar with them, and experience to understand the best way of discharging the duties which they imposed. The first duty which devolved upon the County Superintendent was to visit the summer schools. Most of them had commenced when the new law went into operation. The Superintendent was unacquainted with the location of the school-houses, and the physical features of the various townships in the county. The ways seemed long as they were first traveled, and the labor of visiting schools tedious, as it necessarily compelled an absence from home and an exposure to varied weather. We were able to make about 100 visits during the summer. Most of the schools were in a prosperous condition. The school-houses, as a whole, were found to be commendable, though some of them are inferior in size, and ill-adapted to convenience and utility. A large number have been erected within a few years, and present within and without a pleasant appearance.

At the close of the summer schools we held an Institute, according to the requirements of the law, at Sturgis, which was largely attended by teachers. About 100 were in attendance, and all appeared to pass off to the improvement and satisfaction of those present.

Immediately following the Institute, inspection days were appointed for the benefit of the fall schools. Four different places were selected, and by linking three different townships with each of them, the whole sixteen townships of the county were accommodated. Inspections for the winter schools were

held the last week in October, and the first week in November, by linking two townships together. These inspections were thinly attended, and a large number of the applicants poorly qualified. Subsequently, during the month of November, and the first week of December, there was a large number of individual applicants for inspection, whose scholarship averaged higher than those present at the regular inspection days. In all there were certificates granted for the fall and winter schools, as follows: Of the first grade, 9; of the second grade, 34; of the third grade, 117.

Immediately after the winter schools commenced, the duty existed of visiting them, and we employed a large portion of the winter in going from district to district; and visited, with few exceptions, every school in the county. About ten of these schools may be considered as failures; the remainder enjoyed a commendable degree of prosperity and success. About twenty teachers of the county acquitted themselves worthy of special honor and credit.

Among the various visits made, and of which a description might be given, we will burden the reader with only the two following:

1. It was a bright and pleasant winter morning. Hurriedly we partook of our breakfast and started forth to visit one of the nurseries of learning, of which there are many in this noble State. The air was bracing—the ground was level and frozen—the traveling was excellent. It was not long before a school-house was seen, nestling among the trees. The building looked old and dilapidated. The paint, if it ever had any, had disappeared. There were no blinds on the windows to screen the inmates from the sun, or to prevent them from looking out to gaze at every passer-by. But we reached the door and knocked, and as the door turned on its hinges, a fair damsel, the mistress of the place, appeared, and bade us enter. We were right in the midst of a school in running order. There was a stove in the center of the room and the fire was burning

within, and the whole room was well warmed. By the stove was a wood-box, strange thing to see in a school-room! It looked lonesome, but not out of place. Why are there not more of them? They would certainly add to the neatness and comfort of the school-room. Whoever placed it there should have credit for a good idea. As we looked around, our eyes fell upon a wash-basin, on a bench. Wonderful! Strange! We took a second look. It is certainly a wash-basin. When the children get their hands and faces dirty, as is very easily done at school, an opportunity is afforded to wash and be clean. Cleanliness and learning are naturally associated. And then there was a towel hanging by. It looked odd! It was something that is seldom seen in such places; but we could not but acknowledge its propriety and usefulness. And then there was a shovel and a poker, and broom, and pail, and dipper. The place was clean, as if it had been swept by a faithful hand. Everything looked neat and clean, though the building was old. The scholars were tidy, orderly and studious. They seemed interested in their lessons and kindly disposed towards their teacher. It did not take long to perceive that the school was succeeding. There appeared to be no loud studying, and little if any whispering. We heard classes read, and recite in arithmetic and geography. This they did commendably as well as willingly. We addressed them on the importance of the improvement of time; upon the responsibility that rests upon them if they would have a pleasant and profitable school; and having secured a pledge that each would do their part in promoting their intellectual welfare, we took our leave of the scholars and teacher, pleased with what we had seen.

2. One pleasant winter morning we started forth again to find a place where the young are taught the fundamental branches of our English education. We travel over many miles. Some of the way the road is level and direct, and some of the way it is circuitous, rough and bordered by woodland. After a long ride we descry at length a school-house. We can tell them as easily as a hunter recognizes the foot-prints of a

deer. We halt at the institution. It is well enclosed by fence, and blinds protect the windows. It looks as if the people in the neighborhood had some thoughtful consideration in regard to the wants of their children. We rap at the door, and there stands before us one who is master and teacher of the young. He is not as tidily dressed as some. His boots appear to be unblackened—his face unshaven—his hair uncombed—his pants are in his boots, and over then is a pair of denim overalls. But he has been employed to teach school, and it is a large one. We cast our eye about the school-room. The floor is covered with dirt a little less than an inch thick; the wood lies sprawling on the floor, and chinked in around are chips and bark. The desk is covered with chalk and dust. There is an air of restlessness about the school; some are studying and some are not. One little boy is leisurely eating an apple, others are chewing gum, and the teacher is hearing recitations. He is doing his best to discharge his duty. The blackboard is a miserable apology for one. It is worn so hard and smooth that scarcely a mark can be made on it, when fifty cents would remedy the difficulty. The teacher is perplexed about it, and the director can't see that a blackboard is needed at all. There is room for recitation seats near the teacher's desk, but there are none, and he is under the necessity of hearing his classes in the most distant and inconvenient part of the house. Three or four of the smaller scholars are crowded together in one seat, and have to sit during school hours with not more than a square foot of room for each. We attempt to hear a few classes, but it is a strange thing to them; they do not know whether they shall survive or not. But in a little while all apprehension has subsided, and we get along with mutual confidence and harmony. We addressed the school as to its duties and privileges—got good promises from the scholars—gave some advice to the teacher, and left, hoping their future might be prosperous; but convinced that there is a difference in schools and in teachers; yet that the difference in schools is

mainly owing to the teachers they have had in the past and in the present.

There are eight Union Schools in the county, which are doing an admirable work in the cause of education. In these, about 2,000 pupils are receiving instruction, which is fitting them to become, by and by, intelligent citizens of the Republic. In these schools are 31 teachers, and among them are to be found our best educators. Four of these teachers have a first grade certificate; 18 a second grade; and 9 a third grade. Some of those who hold a second grade will be entitled to a first grade as soon as they have taught a year in the State.

The certificates of the spring inspections have ranged as follows: Certificates of the first grade, 2; of the second grade, 44; of the third grade, 62. It appears from these figures that the qualification of teachers averages much higher this spring than last summer and fall, for more second grade certificates have been issued during this latter period, than on the two former occasions. These various grades of certificates act as a stimulating power upon teachers. Those who receive a certificate of the third grade are anxious for one higher, and are willing to study to obtain it, and those who have a second, have something still higher to rouse their ambition and call forth study and thought.

The past summer we have visited about 110 of the 124 schools of the county. We found the larger portion of them successful. The few that were not, had teachers without experience and of doubtful acquired and natural ability.

Examinations for the fall schools were held in the month of August at Sturgis, Three Rivers, Centreville and White Pigeon. Most of the teachers present, were for the Union schools; and there were granted 6 certificates of the first grade; 12 of the second; and 8 of the third.

We have just concluded the County Institute held at Centreville, the county seat. There were present about 50 teachers. The exercises consisted in a review of the branches taught in our Primary and Union schools, in essays and lectures. Special

attention was paid to education, and was deemed the most valuable part of the Institute. According to the testimony of those present, the occasion was one of great profit, and we feel deeply impressed that County Institutes may be a great power in the education of teachers.

The people of this county have invested \$96,454, to furnish facilities for the education of the children, and no equal amount aside from what has been contributed to provide for religious advantages, has been devoted to a better use.

The Public Schools are at an annual expense of over \$43,000 to the county; but large as this sum may seem, a greater benefit would accrue to the cause of education, if teachers, enough better qualified were employed, to enhance the expense \$10,000. The idea of hiring cheap teachers, so as to have long schools, though, very poor ones, is prevalent in many parts of the county.

WASHTENAW COUNTY—JOHN D. PIERCE, SUP'T.

I have the honor to report that since Nov. 1st, 1867, I have issued in all, two hundred and seventy-eight certificates; fourteen first grade, ninety second grade, and one hundred and seventy-four third grade. Thus two hundred and seventy-eight, out of about three hundred and sixty applicants, have been successful. I have twice visited nearly all the schools in the western part of the county, attended the two conventions of County Superintendents, also the two institutes held in this county, the one State and the other county institute; both of which were eminently successful. This fall, instead of an Institute, I held at Ypsilanti a Normal Class, which continued in session two weeks, and proved far more beneficial to its members than the Institutes.

I delivered at Marshall a lecture, subject, "Sketch of Early Times," in which I gave some account of the origin of our school system. I published in this county an "Address to Pa-

rents," and one "To Teachers of Primary Schools." I have just completed examinations in each township of the county.

It is highly gratifying to state that the examinations the past month have been altogether more satisfactory than those previously held. Out of about one hundred candidates for certificates, ninety-five passed a satisfactory examination, some reaching as high as ninety, even ninety-seven per cent., and many ranging above eighty, being a great advance upon the standard of the past year. It was evident that many of them had been preparing for the work in which they proposed to engage. They had been studying. Hence, that most fatal and most common of all kinds of embarrassment—the embarrassment of ignorance—was not as prevalent as heretofore. Another favorable indication is, that many who *have been* teachers, are now to be found in our High Schools and the Normal.

Within the last year, a number of new brick school-houses have been erected. Saline has nearly completed its Union school building—a fine structure—the cost of which will reach \$22,000, if not more.

The schools of the county are as prosperous on the whole, as could have been expected. We have quite a number of highly successful teachers in Washtenaw, of whom our citizens may well be proud—and would that we had more such—some indifferent ones, and others of whose success, little can be said. The first mentioned class is rapidly increasing, and I can truly say, there is need of more of these thoroughly trained teachers, and we shall soon have them if the present system remains in force, and is faithfully administered. There is, however, a *mistaken idea* entertained by many, which it is exceedingly desirable should be corrected. "Here is a school of small children—they are beginners." A teacher is offered who cannot answer thirty per cent. of plain simple questions—cannot read a sentence correctly, or tell the difference between the names of the letters and the sounds they represent; yet, it is supposed "that this person will do—is qualified to teach such a school." A more fatal mistake could not be made. If ever

correct teaching is needed, it is in the *Primary School*. The child places implicit confidence in the teacher, and learns error as well as truth, the wrong as easily as the right—because it has not yet learned to discriminate. But as the child's mind is gradually developed, faulty instruction becomes less injurious. Many have found it exceedingly difficult to correct false ideas learned in early life, and from incompetent teachers.

There is one other mistake, equally injurious in its effects. It is supposed, if the teacher knows the *What* and the *How*, and can go thus far, it is all sufficient—the *Why* is to be reserved for later years. Those who put into execution this method of instruction are mere mechanical teachers. Under such a teacher, the school will soon be devoid of all *interest*. Its *vitality* is gone. Why so? Because the *child is man* in miniature, and is just as anxious to know “the *reason of things*” on all subjects that properly come within the grasp of its powers as a *Bacon*, a *Newton*, or a *Locke*. A child old enough to know what *addition* is, and how to perform the process, is just as capable of understanding the reason why one is carried for every ten as any teacher. And so of any principle in arithmetic. Just so far as the *What* and *How* are given to the child, the *Why* should be developed. No teacher is fit to enter the school-room who cannot do it. There is just the same desire in the mind of the child to learn *the reason of things*, as in that of the philosopher. Why not? If you would make your boy dull and stupid, never gratify his curiosity.

I am aware that there is considerable opposition to the system of County Superintendency, and that an attempt will be made to repeal the law creating it. This opposition arises from two causes. It is said the office of County Superintendent is useless and involves unnecessary expense. This with *some* is the great objection. *Others* are opposed to the *office*, because so many ignorant unqualified teachers have been rejected. The complaint is, that those who have certificates “ask such enormous wages.” Had I been in the Legislature, I might have questioned the propriety of the change, for I could not have

believed it possible that such a mass of ignorance had gained admission to the school-room, as I have found within the past year and a half. It seems incredible, that parents should be willing to trust the training of their children to such incompetent persons. It is due that the present system have a fair trial. This cannot be done in two years. In Ohio, this system has been in successful operation for some time, and has produced the happiest results. Why can we not expect a like result here?

As this is in all probability, the last report I shall ever make in regard to our schools, I thought it might not be unsuitable for me to say thus much on this subject.

WAYNE COUNTY—L. R. BROWN, SUP'T.

The system of County Superintendents is gaining favor with the masses every day, so far as I can judge, and a thorough and radical change in our common school interest is looked for ere long throughout the entire State. Teachers are qualifying themselves better for the labors of the school-room, by informing themselves upon the best and most effectual methods of imparting instruction, governing, and, in a word, in all that pertains to the profession of teaching. Very many of them are reading good authors, and educational pamphlets, gleaning a little here and a little there, that will show its fruits more fully as time and experience will tell.

There have been during my examinations this fall, but few entire failures, nearly all passing one of the three grades. Teachers are commanding better wages, and the remark is often made. "I would prefer teaching, but the remuneration has been so small that I could do better at something else." This class of persons are coming into the field, and promise good work, while that class of competitors who have kept the wages low, would *keep school* for what they could get, especially during the winter, have been compelled to abandon

teaching, as they should have done immediately after commencing.

There has been a general sifting of useless teachers, and their places are being filled with competent, energetic, live teachers, who are cognizant of their responsibility, and feel that they are moulding the minds of the future men and women of the State. We hope and trust that this spirit will continue to grow and expand until the educational field shall be supplied with a corps of able and efficient teachers in our midst, bearing the motto of *Excelsior* on their banners, to the utter destruction of the fortress of bigotry, superstition and ignorance.

The duties of the office have engaged my entire time and attention since our first convention at Jackson. There is a vast amount of labor to be performed, both mentally and physically. Having no precedent established by predecessors, the way has been oftentimes cloudy and dark. The field of labor was to be canvassed, that we might see what was necessary to be done, and how to do it to the best advantage. Having no landmarks, we were groping in the dark, our success or failure depended entirely upon our efforts, with such advice as we could obtain from men of experience in educational matters.

I congratulate the teachers and officers of our common schools upon the prospective change which is rapidly taking place in regard to the education of the rising generation. I have within the county, 152 districts, and 180 school-rooms. Many of the buildings are of an inferior kind and come far short of what is desirable; but the large majority of these have been standing many years, and are now being replaced by substantial buildings, upon the improved plan of building, neat in architectural design, roomy, high ceilings, well lighted, well ventilated, and sufficient blackboard to accommodate all the pupils; also furnished with the new style of seating, making them very desirable for the teacher and pupils, an ornament to the district, and a sure indication to the passer-by that our children are cared for and our community a desirable one. Among these I notice the building at Flat Rock, now

open, built in the best style and complete finish inside and out, at a cost of \$14,000 00; one at Wyandotte, nearly completed, at about \$30,000 00; one at Sheldons, at about \$2,500 00, a model district school-house, of brick, and supplied with the patent ventilating stove, patent furniture, and all the appliances to conduct a district school as it should be; another of like dimensions and finish in Greenfield; another in Canton; besides numerous others. These are among the best.

There is a lively interest felt in the erection of good, substantial buildings, and generally on a good eligible site, with from $\frac{1}{2}$ to 1 acre of ground. This is pointing in the right direction. We have within the county, 7 graded and union schools, all doing good work in their respective situations. The teachers are gentlemen and ladies of experience, worth and ability, and are intensely in earnest in the discharge of their duties. May their labors be crowned with abundant success.

During my visitations I have been very cordially received by teachers, officers and friends of education, and notwithstanding the labors are arduous, there are many bright and pleasant memories imprinted on my mind during the past year that can never be effaced.

I have published three numbers of a little sheet called the "Common School Assistant," devoted to the common school interest of the county, circulating 2,000 copies each month, to teachers, school officers, and friends of education. From the commendations it has received I hope it will be the instrument with which we may accomplish much. Its pages are open for all communications relative to the common school interest, answers to correspondents, suggestions, advice, &c., &c.

The support is obtained from advertisements and subscriptions, as far as it will go in defraying the expense; the remaining expenditures, by a resolution of the board of supervisors, was referred to the County Auditors, as a county expense.

The generosity of our honorable Board will, I trust, be cherished with special care, and the influence they have given it, we trust, will be "like bread cast upon the waters, they shall

find it after many days." May their influence ever be favorable to the diffusion of intelligence; then shall they leave the world with a consciousness of duty done.

During the year to July last, I have made 373 visitations, examined 314 candidates and granted 223 certificates; 19 of first grade, 81 second grade, 123 third grade; have annulled 3; two for brutality in the school-room, and one for incompetence to manage a school. I have consulted with 46 district boards in regard to building, repairing, improving, &c., &c.; have attended 2 conventions of County Superintendents, and 2 State teachers' associations; have traveled on horseback 4,528 miles, and 680 miles by railroad and otherwise, on official business.

I have written 1,296 letters on official business, besides notes, statistics, &c. It has been a year of unremitting toil for the body and mind. I sent a circular immediately after the annual meeting to each director, with a blank to fill out, giving statistical matter not embodied in the inspectors' reports. They are not all returned yet—a few are behind—but from this I learn that 19-20 of the schools for the past year, gave entire satisfaction, $\frac{5}{8}$ of the school districts voted a certain amount per scholar, to support a free school, and a few to purchase maps, &c., for the use of the schools; 5-6ths of all the teachers in the county are ladies, and $\frac{1}{3}$ of them board around. I have endeavored to encourage teachers and pupils in my visitations, and give all a familiar talk relative to their duties.

From what experience I have, and such information as I can procure from time to time, I anticipate much in the future. The signs of the times are ominous of good. There is a vast field for labor before us. There are many abuses and excesses to correct, but considering the length of time this system has been in operation, and the willingness with which teachers, parents and friends of education have taken hold of the work to elevate the common school interest, to aid the common cause of God and humanity, we can but feel that there is much in store for us in the future. May our course be a judicious one;

high minded and zealous in all our transactions, paving the highway of intelligence for future generations to fame and renown.

"Then shall our sons be as plants grown up in their youth, our daughters as corner stones, polished after the similitude of a palace; our garner shall then be full, affording all manner of store—there shall be no complaining in our streets.

"Happy is that people that is in such a case; yea, happy is that people whose God is the Lord."

KEWEENAW COUNTY—JAMES PRYOR, SUP'T.

The past year has been an extremely trying season for all interests represented in the Lake Superior district; consequent upon the depressed condition of our one great source of support and existence in this hyperborean region, viz: the copper mining interest; and as all other interests derive their source from it, so all are affected by its success or failure; and the success of our schools has not been exempt from its influence, as has been clearly manifested the past year in the suspension of a majority of our schools for a considerable portion of the season.

But, by the commencement of the school year, however, the most of our schools were in session. Although, as remarked above, the past year has been a trying season—the school interest has not been severely neglected—as our school-houses, which generally are large and commodious frame buildings, have been kept in decent repair; and the schools taught by moderately efficient teachers. The schools, however, still continue to lack those necessary elements which constitute a fully equipped or furnished school room—such as maps, charts, globes, and other necessary apparatus, to a greater or less degree.

I have held but one public examination during the year, which was so thinly attended, that I have held single examina-

tions whenever required. We have but ten school districts in the county. Have granted two first grade, six second grade, and two third grade certificates during the year.

Have succeeded to a limited extent in obtaining an uniformity in text books; a few of the districts complying with my request contained in a printed circular sent to the school boards, and parents of the children throughout the county. The libraries in the county are not in a very flourishing condition; and with one or two exceptions—one at Clifton in a good condition, and one at Eagle Harbor in a *consumptive* condition, I find no others worthy of notice. The money which should be used for the purchase of books is too frequently used in payment of other expenses, or merged into other funds and lost sight of.

TUSCOLA COUNTY—S. M. HILL, SUP'T.

The number of school districts is about 90. I have renewed certificates, and given new ones to the several teachers, either at regular examinations or privately. Most of the schools are in working order. The houses are generally comfortable. Many of them are log houses, but are warm, and furnished as well as the average of the houses from which the children come. Children accustomed to log houses are not disturbed by them as those from older places would be. I find that more is depending upon teacher than the house. The larger portion of the inhabitants are interested in education, and are providing better and more rapidly for their children in proportion to their means than is often done in older places.

The children in most of the schools are doing well. The ingenuity of the teacher often supplies many deficiencies in the apparatus of the school-room.

As I visit the schools, I lecture in the school-houses upon educational subjects as often as I can, and find it a pleasure to myself and interesting to the people. The Superintendency is *working* well, even in this new county. We have two Union

schools, and shall soon have three or four more. The Centreville Union building has been completed during the year, and the school is in successful operation. I held a Teachers' Institute in October at Centreville. It was well attended by friends and teachers. There were thirty-two members of the class.

The work in this county does not occupy the whole time of the Superintendent; hence he must do something else. But the whole work is going on as well as can be expected in a new county.

SCHOOL STATISTICS.

The statistics furnished by the Inspectors' Reports, afford gratifying evidence of progress. Although errors abound in most undesired profusion, there is still a very manifest improvement in this respect, over any previous year. This is to be attributed very much to the county supervision.

Reports have been received from fifty-nine counties—the entire number of organized counties in the State.

The number of towns and cities reported, is 778; increase, 4.

The number of districts is 4,843. Of these 3,703 are whole districts, and 1,140 are fractional; that is, situated partly in two or more townships. Many evils grow out this organization of districts in two, three, and sometimes four townships; and it should be avoided as far as is possible. The increase in the number of districts reported, is 99.

From four townships, reporting 1,112 children last year, no reports have yet been received. Aside from those, the number of children reported between five and twenty years of age, is 353,838; embracing them, the number is 354,950; a gain of 16,706. The increase in the previous year was 17,108. This indicates a population in the State on the 1st of September, 1868, of 1,074,820; and an increase during the year, of 50,768. The gain in the several counties will be found in the abstracts of the Inspectors' Reports at the close of the appendix.

Those in which the increase is over 500, are as follows: Allegan, 708; Kent, 1,108; Ionia, 517; Ottawa, 644; St. Clair, 660; Wayne, 1,591. A decrease is reported as follows: Ingham, 152; (this was occasioned wholly by an error in the census of the previous year,) Keweenaw, 83; Manitou, 58; Ontonagon, 79; Washtenaw, 819; (no report being received from the town of Scio, which returned 887 the previous year.) It may therefore be said, that no loss is shown in fact, except in three towns respectively, of 83, 58 and 79.

The number attending school, is reported at 249,920. This is doubtless an approximation to the true number, though not a few districts fail to report any attendance, and many, it is believed, report all attending each term; thus counting a considerable number twice. Of those in attendance, 6,637 are reported under five or over twenty years of age.

The whole number of months taught in all the schools, was 29,583; and the months taught by all the teachers, was 37,747; of which 8,047 was by male, and 29,700 by females—showing over 78 per cent. of the teaching to be by females.

The number of male teachers was 2,086; an increase of 79; and the number of female teachers was 7,522; an increase of 143.

The average length of the schools was the same as in the previous four years; six and two-tenths months.

The number of school-houses is 4,694. This is 147 less than the number of districts. Making allowance for districts having more than one house, we find not less than 200 districts without houses. A few of these are known to have good rented houses; others are supposed to have shelters of some kind, so poor that they do not report them, while there are several new districts, where there has not yet been time to build. Of the number reported, 72 are built of stone; 413 of brick; 3,592 are frame buildings; and 617 of logs. The latter is fifty less than last year.

The value of school-houses and sites reported, is \$4,285,627. This is an increase during the year, of \$924,060.

The number of graded schools is 207; an increase of 29.

The number of visits to the schools by the County Superintendents, as reported by the directors, was 5,243. This is nearly double that of the previous year; though the actual number is somewhat greater, as we are assured by the Superintendents themselves.

The number of visits by the directors, was 9,575; an increase of 2,142. This improvement in the attention given to the schools by their executive officers, is attributable directly to the influence of the County Superintendency. The personal interest of the parents has been increased to an equal degree, though no account of their visits has been made.

The wages of teachers for the year was:

To males,	\$384,513 27
To females,	653,618 11
Total,	<u>\$1,038,131 38</u>

The average wages of teachers per month was, males \$47.78, and females \$21.92. In 1867 it was \$44.03 and \$19.48. This increase is undoubtedly the result of an increased standard of qualification of teachers secured by the labors of County Superintendents.

The following tabular statement shows the progress made in some of the more important details of Primary School affairs:

YEAR.	Whole No. of Children.	No. Attending School.	No. of Male Teachers.	No. of Female Teachers.	Av. No. Months School.	Amount of Wages paid to Teachers.	Amount Raised by Rate Bill.	For Building and Repairing Sch. Houses.
1867,	215 028	162,936	2,131	4,605	5.7	\$425,129 22	\$121,650 14	\$161,350 91
1868,	227,010	174,594	2,326	4,905	6.0	442,26 31	118,098 80	140,491 01
1869,	237 541	183,769	2 444	4 0 8	5.6	435,321 27	104,839 20	102,508 45
1860,	246 634	192,937	2,499	5,344	6.2	4 7,285 50	67,48 88	124,623 37
1861,	254 533	202 514	2,326	5,485	6.1	500,053 06	56,469 29	122,716 69
1862,	261 323	207,332	2,380	5,958	6.0	491,593 55	43,202 76	112,877 96
1863,	272 7 9	215 5 9	1,910	6,905	6.1	518 66 01	41 200 54	91,948 34
1864,	280,772	215,7 6	1,816	7,900	6.2	691,295 33	50,002 85	134,504 22
1865,	293,601	228,629	1,826	7,466	6.2	7 0 751 65	90 664 00	175,471 32
1866,	321,136	244,957	1 687	7,495	6.2	811 909 37	103,161 07	339 620 71
1867,	338 214	243 161	2,067	7 377	6.2	9 7,261 51	107,170 91	545,437 30
1868,	353,838	249 920	2,086	7,522	6.2	1 038,131 38	110 664 97	605,282 47

*APPORTIONMENT of Primary School Interest Fund, May, 1868, by
Counties, as per School Reports for 1867, at 45 Cents per Child.*

COUNTIES.	Children.	Amount.
Allegan,	9,078	\$4,085 10
Alpena,	349	157 05
Antrim,	183	82 35
Barry,	6,849	3,082 05
Bay,	2,802	1,260 90
Berrien, (less \$18.45, Niles,)	11,182	5,013 45
Branch,	8,253	3,713 85
Calhoun,	10,856	4,885 20
Cass, (less \$31.20, Calvin,)	7,213	3,214 65
Cheboygan,	225	101 25
Clinton,	7,102	3,195 90
Delta,	156	70 20
Eaton,	7,654	3,444 30
Emmet,	86	38 70
Genesee, (add \$4.50 for Mt. Morris,)	9,504	4,281 30
Grand Traverse,	1,149	517 05
Gratiot,	3,085	1,388 25
Hillsdale,	10,558	4,751 10
Houghton,	3,030	1,363 50
Huron,	1,793	806 85
Ingham,	7,744	3,484 80
Ionia,	8,527	3,837 15
Iosco,	241	108 45
Isabella,	776	349 20
Jackson,	9,705	4,367 25
Kalamazoo,	9,622	4,329 90
Kent,	14,031	6,313 95
Keweenaw,	1,480	666 00
Lapeer, (add \$5.40, for Goodland,)	6,630	2,988 90
Leelanaw,	804	361 80
Lenawee, (add \$271.80, for Seneca,)	14,351	6,729 75
Livingston,	6,420	2,889 00
Mackinac,	589	265 05
Macomb,	9,127	4,107 15
Manistee,	829	373 05
Manitou, (add \$87.75 for Peaine,)	456	202 95
Marquette,	1,877	844 65
Mason,	418	188 10
Mecosta,	905	407 25
Menominee,	195	87 75
Midland,	552	248 40
Monroe,	9,052	4,073 40
Montcalm,	3,381	1,521 45
Muskegon,	3,223	1,450 35
Newaygo,	1,640	738 00
Oakland,	12,842	5,778 90
Oceana,	1,422	639 90

COUNTIES.	Children.	Amount.
Ontonagon,	1,399	\$629 55
Ottawa,	7,635	3,435 75
Saginaw,	9,749	4,387 05
Sanilac,	4,441	1,998 45
Shiawassee,	6,083	2,737 35
St. Clair,	12,463	5,608 35
St. Joseph,	8,493	3,821 85
Tuscola,	3,403	1,531 35
Van Buren,	8,718	3,923 10
Washtenaw,	12,399	5,579 55
Wayne,	33,517	15,082 65
Total,	336,246	\$151,630 50

REVENUES OF THE SCHOOLS.

The following is a statement of the finances for the year:

RECEIPTS.

On hand at commencement of the year,	\$289,326 17
Two mill tax,	307,785 91
Primary school fund,	150,519 96
Rate-bills,	110,654 97
Tuition of non-resident scholars,	22,662 16
District taxes to pay teachers,	443,533 50
Other district taxes,	625,157 68
Tax on dogs,	24,167 88
From all other sources,	499,560 00
Total,	\$2,473,368 23

EXPENDITURES.

Paid male teachers,	381,026 80
“ female “	641,277 73
“ for building and repairs,	805,382 41
“ for all other purposes,	308,393 98
Am't on hand at the close of year,	313,275 85
Total,	\$2,449,356 77
Discrepancy,	24,011 46

In the abstracts, where the total is the united footings of the several districts, each carried out by itself, the receipts are \$2,482,074 23; showing a discrepancy of only \$8,706 00.

It may therefore be presumed that the highest amount of total resources is nearest correct. The attention of Directors is especially requested to this sad commentary upon their reports.

The number of months board of teachers, is reported at 12,886. The true number is probably fifty per cent. more than this; a large number of Directors failing to report. The actual expense of board, which nowhere appears in the tables, is doubtless not less than two hundred thousand dollars.

The indebtedness of the districts is reported at \$643,680 35. This is an increase of \$204,204.

LIBRARIES.

The number of volumes added to the district libraries was 7,057; and the number in the libraries, 86,901; paid for books, \$7,680 60.

The number added to town libraries was 2,123, and the number of volumes, 45,322. The number of township libraries reported is 157—last year, 181.

EDUCATIONAL FUNDS.

The following is an exhibit of the amount of the educational funds on the 30th of November, 1868.

Primary School Fund, 7 per cent.....	\$2,264,736 78
“ “ “ 5 per cent.....	185,600 00
Total,.....	<u>\$2,450,336 78</u>
University Fund, 7 per cent.....	559,977 99
Normal School Fund, 6 per cent.....	66,696 69
Agricultural College,.....	2,300 00
Total,.....	<u><u>\$3,079,311 46</u></u>

Increase of Primary School Fund,.....	\$149,162 48
Increase of University Fund,.....	2,145 00
Increase of Normal School Fund,.....	60 00
Increase of Agriculture College Fund,.....	2,300 00

Total increase for 1868,..... \$153,667 48

Of the Primary School lands, 490,461 acres are yet unsold, and of the University lands, 220 acres.

The following statement shows the amount, the increase for the year, and the disposition of the various funds.

PRIMARY SCHOOL FUND.

Amount realized during the year,.....	\$115,386 63
For lands previously sold,.....	2,149,350 15

Total, Nov. 30th, 1868,..... \$2,264,736 78

Of this, the State holds 1,493,243 80

In the hands of purchasers,..... 771,492 98

Total fund drawing 7 per cent. \$2,264,736 78

Swamp land fund drawing 5 per cent. 185,600 00

Total Primary school fund,..... \$2,450,336 78

Increase,..... 149,162 48

Interest on the entire fund, 167,811 57

Amount apportioned in May, 1868,..... 151,630 50

UNIVERSITY FUND.

Principal due from purchasers,..... \$154,015 48

In the hands of the State,..... 405,962 56

Total, \$559,977 99

Increase,..... 2,145 00

Interest at 7 per cent. 39,198 46

NORMAL SCHOOL FUND.

Due from purchasers, \$22,234 74

In the hands of the State,..... 44,461 95

Total, \$66,696 69

Interest at 6 per cent. 4,000 80

AGRICULTURAL COLLEGE.

In the hands of the State—to be invested in bonds, \$2,300 00

The appropriations by the Legislature for the different Educational Institutions for 1867 and 1868, were as follows:

Normal School,.....	\$20,000 00
Agricultural College,.....	40,000 00
Reform School, for arrearages,.....	16,000 00
“ “ for improvements,.....	50,000 00
“ “ expenses for 1867 and 1868,....	31,000 00
Institution for deaf and blind, for arrearages,..	17,000 00
“ “ for completing building,.....	50,000 00
“ “ expenses for 1867 and 1868,....	55,000 00

STATE TEACHERS' INSTITUTES.

The usual Spring and Autumn series of Institutes were held in the following places:

SPRING SERIES.

At Paw Paw, commencing March 23d, Teachers present	90.
At Marshall, “ “ 30th, “	123
At Chelsea, “ “ 30th, “	80
At Otsego, “ April 6th, “	150
At Hillsdale, “ “ 13th, “	216
At Muskegon, “ “ 27th, “	39
At Newaygo, “ May 3d, “	60
At Houghton, “ July 1st, “	50

FALL SERIES.

At Parma, commencing August 24th, Teachers present,	83.
At Adrian, “ “ 31st, “	131
At Charlotte, “ Sept. 7th, “	108
At Flint, “ “ 14th, “	103
At Corunna, “ Oct. 19th, “	114

The large number of teachers present, shows the interest felt in the Institutes. The remark was frequently made by both teachers and citizens, that the Institute had been a complete suc-

cess. Not one of the entire series could be regarded in any other light than successful.

The County Superintendents are entitled to great credit for their earnest effort in securing a large attendance, and for their constant labor to add to the interest of the Institute. They have thus shown their devotion to the special work to which they have been called. The spirit and conduct of the teachers has been commendable. Their promptness of attendance and their earnest attention showed their interest in the exercises of each day. No spectator could fail to see that the week was no mere pastime with them, but one of earnest labor.

I am fully persuaded that no better results can be secured from so small an expenditure of time and money. Bringing the teachers of a county together, and discussing before them, and with them, questions which have a direct and practical bearing upon their every-day duties in the school room, cannot be otherwise than profitable to every one. Their spontaneous expression of thanks to the Legislature, and to the Superintendent and other persons to whom they were indebted for the privileges of the Institute, was but an exhibition of their appreciation of its value.

The readiness with which the people of the several places in which the Institutes were held, opened their doors and welcomed its members, is worthy of special mention. In nearly every place, gratuitous entertainment was furnished, and when any charge was made, all that was asked, was simply enough to cover the expense. The people have manifested their interest in being present during the exercises of the day, when there was room for their accommodation, and in often crowding the largest audience rooms to be found, to listen to the evening lectures.

The exclamation was often heard from the teachers as they were about to leave, "I know I shall be able to teach a better school than I ever taught before from what I have learned at this Institute." The same conviction was often expressed by

resolutions. We see no reason why the same beneficial results may not continue to be realized.

THE STATE UNIVERSITY.

From the report of the President, we learn that a steady prosperity has been enjoyed by the University in all its departments during the past year. The number of students in some of the departments was less than during the previous year, while in others, there has been a large increase. The department of science, literature, and the arts was never so large before. The constantly increasing numbers in this department show the growing strength of the University. The ease with which young men can enter the law or medical schools, induces many to enter them. The years of hard study required to prepare for the literary course, prevents the masses from even thinking of entering upon it. If, then, the history of the University during successive years shows a constant and rapid increase of numbers in its literary department, its prosperity is made most manifest. Slight causes, and those least manifest, may diminish or increase the numbers flocking to the departments of law and medicine. Present impulse has much to do in influencing the attendance in one case; but a well matured and fixed purpose is found to control the attendance in the other.

The University still remains crippled in a measure for lack of means to prosecute its work. The Board of Regents have not felt that the highest good of the University would be subserved by complying with the condition upon which farther aid from the State was granted by the Legislature in 1867. The same embarrassments therefore still remain, that were then felt, and are becoming more and more serious, as the number of students increases. It is to be hoped that relief may be speedily furnished.

One feature of the President's report will surprise many, and all the more from the ground taken in previous reports. The opening of the doors of the University to both sexes, inviting

all the youth of the State to its privileges without distinction, is to many a grave matter; while with others, the experience of many years has demonstrated that, under certain conditions and with proper restrictions, the co-education of the sexes is the normal and only true method. In other institutions, and with as large a number of students, this plan has been successfully pursued. In these Institutions, however, the circumstances and surroundings have been entirely different. Whether the plan can be made to work in the University is *perhaps* a serious question. It is, however, one of those questions which experience alone can *fully* answer. Facts may be found to contradict all theories, and show that all our fears are groundless. The change should not be hastily made, and we need have no fear that it will be, so long as judicious men are chosen to watch over the University as Regents and Faculty.

SUMMARY OF FACULTY AND STUDENTS.

Number of Instructors,.....	30
-----------------------------	----

NUMBER OF STUDENTS.

Department of Science, Literature, and the Arts,.....	418
“ Medicine and Surgery,.....	418
“ Law,.....	387
Total,.....	1,223

GRADUATES.

Mining Engineers,.....	6
Civil Engineers,.....	11
Bachelors of Science,.....	5
Bachelors of Arts,.....	34
Masters of Science,.....	3
Masters of Arts,.....	14
Doctors of Medicine,.....	80
Bachelors of Law,.....	152
Total,.....	305

SUMMARY OF TREASURER'S REPORT.

Total of receipts,.....	\$77,226 48
“ expenses,.....	65,197 60
Balance in the treasury,	<u>\$12,028 88</u>

ADRIAN COLLEGE.

The report of this College represents its present condition as prosperous, and its prospects for the future very hopeful. A heavy debt, which has greatly embarrassed its operations in the past, will be entirely removed, it is confidently expected, during the coming year.

Its buildings, grounds, cabinet, library, apparatus, &c., are valued at \$200,000. In addition to this, the College has an Endowment Fund of more than \$100,000, now invested and drawing interest.

SUMMARY OF FACULTY AND STUDENTS.

Number of Instructors,.....	10
-----------------------------	----

NUMBER OF STUDENTS.

Seniors,	7
Juniors,.....	6
Sophomores,	15
Freshmen,	8
	<u>36</u>
Pursuing select studies,.....	41
Preparatory, second year,.....	26
“ first “	128
Students in music not classed in other Departments,.....	11
Total,	<u>242</u>
Ladies,	95
Gentlemen,	147

KALAMAZOO COLLEGE.

Various changes have been made in this College during the year. The vacancy occasioned by the resignation of Pres. J. M. Gregory, has been recently filled by electing Rev. Kendall Brooks, D. D., of Philadelphia. Prof. Daniel Putnam resigned his position as Professor of Languages, to accept a position in the Normal School. The Trustees are making an effort to raise \$50,000 towards a permanent endowment, with gratifying prospects of success. The friends of the College are very hopeful with regard to its future success. The temporary embarrassment, resulting from the almost entire change of the Faculty, within the past few years, and the failure to receive funds which seemed to promise immediate relief, does not dampen their ardor, and they are still urging on the work with commendable energy.

The number of students present during the past term was 102. We cannot doubt that there is a noble and triumphant future to this College. It has for many years, in common with other Colleges of the State, been enduring a life of constant struggle and continued conflict. But these conflicts and struggles give strength and energy, and develop a power of endurance, which ensures a glorious victory in the end.

OLIVET COLLEGE.

The report represents this College as enjoying increased prosperity. It has had its years of dark discouragement—so dark as to lead its warmest friends often to seriously doubt whether it would ever be able to rise above all embarrassments and surmount all of its fearful difficulties, rising often mountain high, rugged, cold, desolate—yet the same kind, protecting Providence which has guarded other institutions of learning, has watched over the interests of this College, and suffered not

the hearts of its friends to faint, nor themselves to grow weary in their self-denying labor. For the few years past the prospects of the College have been rapidly improving.

Friends have come to its aid from all parts of the State, and many from other States have had their interest awakened, and have given liberally to aid in the good work. The permanent funds of the College have been largely increased during the past year. The following is the summary of teachers and students.

FACULTY.

Number of Instructors,.....	12
Assistant Teachers,	7

STUDENTS.

College Department,	20
Scientific Department,	26
Preparatory Department, (Classical Course,).....	54
“ “ (English Course,).....	95
Ladies' Course,.....	22
Elective Studies,.....	11
Preparatory Course,	67
Total,	295

ALBION COLLEGE.

No report has been received from this College.* From the catalogue, we are able to gather certain facts, which exhibit its condition and marked prosperity. The Board of Trustees propose to raise for a permanent endowment fund, the sum of \$200,000. The citizens of Albion and vicinity have raised one-fourth of the first \$100,000, that is now drawing interest. The entire amount pledged, including the Centenary offering already set apart for Albion College—the greater part of which is now

* The Report is received just as this is going to press, and will be found in the Appendix.

drawing interest, reaches \$90,000. The President says that "The friends of the Institution are confident that, in a short time, \$100,000 will be secured and invested as the basis of a permanent and ample endowment." The following is a summary of the officers and students:

FACULTY.

Number of Instructors,.....	7
Assistant Teachers,.....	2

STUDENTS.

Seniors,.....	3	
Juniors,.....	15	
Sophomores,.....	22	
Freshmen,.....	40	
	—	80
Fine Arts and Music,.....		27
Preparatory.....		178
		285
Counted twice,.....		22
		—
Total for College year,.....		263

 AGRICULTURAL COLLEGE.

This Institution continues to do its appropriate work. Every year exhibits increased prosperity. As many of its departments are comparatively new, experience gives to the Professors increased efficiency, beyond that experienced by those who enter upon the duties of a professorship in a simply literary institution. For with them, although the position as instructor may be new, yet they have been over the entire course under other teachers, and have become entirely familiar both with the subjects to be taught, and also with the methods of instruction. But with every department in the Agricultural College there are many things connected that are new. Those having charge of these departments cannot fall back upon the experience of

others for aid, but they are compelled to work out their own plans and methods. Under these circumstances, each year's experience must be of great value to each teacher. The importance of this experience may be judged by the fact that committees from almost every State, in which an Agricultural College has been established, have been sent to visit this College, to obtain the results here obtained from these years of labor and experiment. These men universally speak in the highest terms of what has been accomplished. The value of this experience is also seen in the inducements held out to these teachers to accept like positions in other Colleges. Some have been called away, and their places have to be supplied as best they may.

The lands granted by the General Government as an endowment, have at last been located and the patents secured. They are already in the market, and a small portion sold. It is believed that funds will soon be secured from these sales sufficient to meet the current expenses of the College, thereby relieving the State of so much of its burdens. A little time will be required to effect these sales, and the interests of the College should not be allowed to suffer for want of adequate means to conduct its necessary operations.

The Catalogue gives the following summary of officers and students:

Number of Instructors,.....	7
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Seniors,.....	10
Juniors,.....	13
Sophomores,.....	25
Freshmen,.....	34
Graduated, November 17th,.....	10

By order of the Board of Agriculture, the Preparatory Department was discontinued at the close of the year 1867. The number of students was diminished by this action, but the

value of the work accomplished was greatly increased, and that, too, at a diminished expense.

From Hillsdale College, Hope College, and Grand Traverse College, no Reports have been received; but it is understood that the prosperity of the Institutions is about the same as in the past.

Only a Report from the *Visitors* of Michigan Female College has been received. This gives a good account of the school.

NORMAL SCHOOL.

This Institution is now doing its work in the most efficient manner. The vacancies in the chairs of Languages and Natural Science have been filled by men of ability and experience. The chair of Languages is filled by Prof. E. Darrow, and that of Natural Science by Prof. D. Putnam. Prof. Darrow, although he has but a limited experience as a teacher, is proving himself entirely competent to the duties of his Department. Prof. Putnam is too generally and too favorably known as a long tried and successful teacher, to need a word of commendation.

The summary of officers and students is as follows:

FACULTY.

Number of Instructors,..... 10

STUDENTS.

No. of Pupils, Winter Term,.....	240
“ “ Summer “	166
“ “ Fall “	262
“ “ Graduates,	12
“ “ receiving the Training Certificate,.....	75

EXPERIMENTAL DEPARTMENT.

No. of Students from the Normal Department acting as			
Teachers in the Experimental Department,.....			81
No. of Pupils, Winter Term,.....			106
"	"	Summer "	94
"	"	Fall "	96

NORMAL INSTRUCTION.

Notwithstanding the efficiency of the Normal School, and the wide influence it is exerting, and the number of trained teachers it is sending out, yet there remains a great lack of competent instructors.

This want is partially met by the numerous Union Schools sending out hundreds of teachers, trained as thoroughly as they can be in such schools. The good that our Union Schools are doing, in elevating the standard of teaching in all the schools, by fitting teachers to do more efficient work, cannot be over-estimated.

In these schools the work of training teachers is only incidental. It cannot be made a main feature of the school. These schools ought to be aided in some way, so that they could organize a training department. The entire services of a competent instructor should be devoted to the peculiar work of training teachers in each of our prominent Union Schools.

Besides this, we need at least one more Normal School. In all of the surrounding States, they are finding it necessary to increase the number of Normal Schools. In Wisconsin, six have been established. New York has added seven to the very efficient school located in the city of Albany. This was established in 1844, and has proved so successful as to induce the Legislature to organize seven kindred institutions in different parts of the State. The Superintendent of Connecticut, in speaking of the Normal Schools of Massachusetts—with which he was entirely familiar, having for several years been connected with the Board of Education of that State—says: "The first Normal School in America began in Lexington, Massachu-

setts, twenty-nine years ago, with only three pupils, in the face of so much opposition that it was for some time feared that it would die at its birth, or be stifled in its cradle. It not only survived, but continues to flourish, and four other Normal Schools are liberally supported in the State." While connected with that Board, he wrote to the school officers of every city and town, asking their views "as to the success or failure of the Normal graduates." From the various letters in reply, Gov. Boutwell gives the following, as a summary of the manifest benefits resulting from the Normal system:

1. The graduates of the Normal School have disseminated better ideas of education, and they have stimulated the people to increased exertions in behalf of learning.
2. They have essentially aided in elevating the professional standard among teachers.
3. They have excelled in thoroughness, and introduced many improvements in methods of teaching.
4. They have been distinguished for enthusiasm, devotion to their calling, system in teaching, and for ability to elucidate clearly the subjects presented.

Like results follow the efforts of every Normal School in the country, so far as reliable evidence has been obtained in reference to them. We have abundant evidence of the valuable results of our own Normal School. Notwithstanding the violent opposition which they met in their first introduction, they flourished, and rapidly grew into favor with the people, so that now there is seldom a word uttered against them, except by those who are apposed to all forms of education. Those who strive to show that our "*Colleges are a nuisance*," will be found opposing all forms of Normal instruction.

There are no less than thirty-nine Normal Schools now in operation in the Northern States, and ten or twelve in the States south. Of all that have been established, but one has been abandoned. That one was the Normal School of Connecticut, and this was given up in the face of the strongest testimony to its great value to the educational interests of the

State. While the question was under discussion whether the School should be longer continued, the Joint Standing Committee on Education were instructed to investigate its affairs. The following is their report:

"Testimony has been received from members of Boards of Education, District Committees, Principals of large public schools, and others interested in educational pursuits, from every county in the State—testimony which is confirmed by a careful investigation of all seeming opposition—that, as a class, the graduates and under-graduates of our State Normal School are more sought for as teachers, pass better examinations, are stricter disciplinarians, are more thorough and systematic in their teaching, waste less time in educational experiments, are more ready to improve by suggestions, have more laudable pride in their profession, show larger results, and give to school committees, parents and guardians better satisfaction, than teachers from other sources."

We are told that of the large number of statements then received from the school visitors in the towns, only one was unfavorable to the Normal teachers. In reference to the influence of Normal Schools upon the general educational interests of the country, the same Superintendent further says:

"After extensive observation of schools of all grades, and consultations with school [visitors and friends of education widely, through all the New England States and New York, I am satisfied that the Normal School has greatly improved the condition of a large number of schools, introduced greater independence of text-books in recitation, and better methods of teaching, of influence and of discipline, and promoted greater permanency in the office of the teacher. The dissemination of Normal methods of teaching, by the graduates, has been much wider than the circle of their direct labors. Their schools are often regarded as models, and extensively visited by other teachers, and their processes introduced into neighboring schools. Their enlightened views have reached beyond the school-room."

The feeling of regret was very general, when the Legislature saw fit to withhold the necessary appropriation to continue the Normal School, and thereby closed its doors. Great indignation was expressed by prominent men, not merely those who were engaged in educational pursuits, but by men in every branch of business throughout the State. It is believed that the school will be reorganized, and placed on a permanent basis. The voice of the people calls loudly for it, and the legislators must obey. Nothing can properly be esteemed a burden to the State, that adds so largely to the interest and efficiency of the public schools.

The practical question with us is, shall we establish another Normal School in the central or western part of the State? What has been said with regard to the efficiency of Normal Schools may have been needless, as there can be but few, if any, in Michigan, who doubt the value of our school, or fail to appreciate the important work it has been doing. We are often, however, reassured by the experience of others when it confirms our own. From what has been said, we see that the history of Normal Schools in other States corresponds with that in our own, and so successful have these schools been, that they have been induced to repeat them in different parts of the same State.

Many of our best educators have felt for many years, that the rapid increase of our schools demanded another training school for those who were to be employed as teachers. We do not expect to create Normal Schools enough to educate all the teachers needed in the State; it would be a grand achievement if it could be done—but we should be able to educate the teachers for the prominent schools; those that control in a measure the general plan and methods of other schools. Let these become so far as they can, training schools for the teachers of the smaller schools of their vicinity. More than ten thousand teachers are now employed in the schools of the State. These should all be thoroughly trained for their work, or they will fail. We certainly need not less than two strictly professional

schools that shall give their entire energies to this peculiar work. These, together with our Union Schools, if encouraged to establish Normal Departments, would go far to meet the great want from which we now suffer. With ample room and thoroughly trained teachers for our schools, the future, so far as our educational interests are concerned, would be most hopeful.

ORAMEL HOSFORD.

APPENDIX.

UNIVERSITY OF MICHIGAN.

THIRTIETH ANNUAL REPORT OF THE BOARD OF REGENTS.

HON. ORAMEL HOSFORD, *Supt. of Public Instruction:*

Pursuant to the statute making such a report their duty, the Regents of the University of Michigan, beg leave to submit herewith their annual statement of its affairs for the year ending June 30th, 1868.

The year has been one of continued and gratifying prosperity, and there are abundant indications that the University enjoys in a high degree the respect and the confidence of the people. Outside our own State, it is everywhere regarded as a marvelous exhibition of western energy and western good sense. It is awarded a prominent place among American Institutions, and in foreign countries, Michigan is more widely known through the fame of her University, than through any other means.

There is, however, imminent danger of the loss of this prestige. During the past year, more than ever before, the Regents have felt the need of larger means for their work. They submit their financial report in full confidence that it exhibits an economical use of all moneys placed in their hands, but no care, foresight, nor economy, can make the present resources of the University sufficient to maintain in its present position, much less to expand and develop it, and to make its future correspond with the promises of its beginnings. The University must have available aid, whose advantages can be realized without periling the existence of any of its departments, or it

must speedily begin a course of decadence as swift as its upward progress has heretofore been. The whole matter rests with the people of the State of Michigan, speaking through their proper representatives.

Schedule A, hereto appended, shows the number of Professors, Instructors, and other officers, and the compensation of each.

For a statement of the Financial condition of the University, reference is made to the Report of the Finance Committee, hereto annexed, marked "B."

In the accompanying report of the President is given a summary of students, by which it will be seen that the whole number in attendance during the past year is 1,223, as follows:

Department of Science, Literature and the Arts,.....	418
Department of Medicine and Surgery,.....	418
Department of Law,.....	387

Total,	1,223
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The number of Graduates was as follows:

Mining Engineers, 6; Civil Engineers, 11; Bachelors of Science, 5; Bachelors of Arts, 34; Masters of Science, 3; Masters of Arts, 14; Doctors of Medicine, 80; Bachelors of Law, 152. Total, 305.

A statement of the condition of the Museum, and the additions made thereto, will be found accompanying this Report marked "D."

All of which is respectfully submitted.

J. EASTMAN JOHNSON,
JOHN M. B. SILL,
JAMES A. SWEEZY,
CYRUS M. STOCKWELL,
E. C. WALKER,
GEORGE WILLARD,
THOS. D. GILBERT,
HIRAM A. BURT.

ANN ARBOR, Dec. 1, 1868.

"A."

Names of Professors, Instructors, and other officers of the University, and compensation of each.

Rev. Erastus O. Haven, D. D., LL. D., President of the University, and Professor of Logic and Political Economy; salary \$2,000.

Rev. George P. Williams, LL. D., Professor of Physics; salary \$1,500.

Abram Sager, M. A., M. D., Professor of Obstetrics and diseases of Women and Children; salary \$1,000.

Silas H. Douglass, M. A., M. D., Professor of Chemistry, and Mineralogy, Pharmacy and Toxicology; salary \$1,500.

James R. Boise, LL. D., Professor of the Greek Language and Literature; salary \$1,500.

Alonzo B. Palmer, M. A., M. D., Professor of Pathology, the Practice of Medicine, and of Hygiene; salary \$1,500.

Alexander Winchell, LL. D., Professor of Geology, Zoölogy, and Botany; salary \$1,500.

Corydon L. Ford, M. A., M. D., Professor of Anatomy and Physiology; salary \$1,000.

Henry S. Frieze, M. A., Professor of the Latin Language and Literature; salary \$1,500.

De Volson Wood, C. E. M. A., Professor of Civil Engineering; salary \$1,500.

Hon. James V. Campbell, LL. D., Marshal Professor of Law; salary \$1,000.

Hon. Charles I. Walker, Kent Professor of Law; salary \$1,000.

Hon. Thomas M. Cooley, Jay Professor of Law; salary \$1,000.

James C. Watson, M. A., Professor of Astronomy and Director of the Observatory; salary \$1,500.

Samuel G. Armor, M. A., M. D., Professor of Institutes of Medicine and Materia Medica; salary \$1,000.

Edward P. Evans, Ph. D., Professor of Modern Languages and Literature; salary \$1,500.

Rev. Lucius D. Chapin, M. A., Professor of Moral and Intellectual Philosophy; salary \$1,500.

Edward Olney, M. A., Professor of Mathematics; salary \$1,500.

Rev. Andrew Ten Brook, M. A., Librarian; salary \$1,500.

Ashley Pond, M. A., Fletcher Professor of Law; salary \$1,000.

William W. Greene, M. D., Professor of Civil and Military Surgery; salary \$1,000.

Adam K. Spence, M. A., Professor of the French Language and Literature; salary \$1,500.

Charles K. Adams, M. A., Professor of History; salary \$1,500.

Moses C. Tyler, M. A., Professor of Rhetoric and English Literature; salary \$1,500.

Allen J. Curtis, M. A., Assistant Professor of Rhetoric and English Literature; salary \$1,500.

Albert B. Prescott, M. D., Assistant Professor of Chemistry and Lecturer on Organic Chemistry and Metallurgy; salary \$1,000.

George B. Merriman, M. A., Assistant Professor of Mathematics; salary \$1,000.

Stillman W. Robinson, C. E., Assistant Professor of Mining, Engineering, and Geodery; salary \$1,000.

Martin L. D'Ooge, M. A., Assistant Professor of the Ancient Languages; salary \$1,000.

Henry S. Cheever, M. A., M. D., Demonstrator of Anatomy and Curator of the Medical Museum; salary \$500.

Geo. E. Frothingham, M. D., Prosector of Surgery, and Assistant Demonstrator of Anatomy; salary \$500.

John H. Burleson, Secretary and Steward; salary \$1,000.

Hon. D. McIntyre, Treasurer; —.

Preston B. Rose, M. D., Assistant in Chemistry; salary \$300.

Albert E. Foote, M. D., Assistant in Chemistry; salary \$250.

William J. Cocker, Assistant in General Library; salary \$400.

Silas H. Douglass, M. A., M. D., Dean and Secretary of Medical Faculty; salary \$200.

William C. Durkee, LL. B., Law Librarian; salary \$110.

W. J. English, Keeper of the Museum; salary \$150.

John Carrington, Janitor; Salary \$400.

Gregory Naglee, Janitor; salary \$400.

James Ottley, Janitor; salary \$400.

Robert Howard, Janitor; salary \$400.

"B."

REPORT OF THE FINANCE COMMITTEE.

To the Board of Regents of the University of Michigan :

Pursuant to law, the Finance Committee of the Board submit the following account of the financial condition of the University, at the close of the fiscal year, ending June 30, 1868, with an estimate of the probable receipts and expenditures for the year ending June 30, 1869:

RECEIPTS.

Balance, July 1st, 1867,	\$8,061 15
Received from State Treasurer,	37,086 82
" " Students—fees,	24,795 00
" " " Diploma fees,	891 00
Interest transferred from "Reserve Fund,"	2,310 00
Proceeds of Michigan 7 per cent. bonds sold,	4,082 51
	<u>\$77,226 48</u>

EXPENDITURES.

For salaries,	\$37,472 50
" 15 per cent. additional grant,	3,388 73
" General Library, periodicals and binding,	1,500 00
" Medical Library,	200 00
" Law Library,	300 00
" Addition to Observatory building,	3,715 98
" On account of addition to Laboratory building,	500 00
" Advanced on a subscription to complete Observatory building,	500 00
" Loan for Engineering Instrument,	323 30
" Medical building Warrants,	1,354 34

For Interest on Medical building warrants,	\$ 284 41
" Contingent expenses,	15,658 34

CLASSIFIED AS FOLLOWS:

For improvement of grounds,	\$300 00
" Postage,	300 00
" Insurance; balance of former year, \$270 66; balance last year, 1,366 34,	1,637 00
" Regents' expenses,	393 15
" Fuel and lights,	3,800 00
" Alteration and repairs,	1,500 00
" Printing minutes of the Board,	86 74
" Catalogues,	1,400 19
" Medical department,	634 25
" Use of Church for University ex- ercises, 2 years,	500 00
" Oak lumber, shelving in Library, ..	250 00
" Taxidermist, Museum Cases & Coll, ..	809 86
" Advertising Law Department,	150 00
" Other contingent expenses,	3,892 15
Balance to new account,	<u>12,028 88</u>
Total,	<u><u>\$77,226 48</u></u>

ESTIMATED RECEIPTS FOR THE YEAR ENDING JUNE 30, 1869.

Balance in the Treasury, July 1, 1868,	\$12,028 88
Due from State Treasurer,	3,034 88
Interest on proceeds of University lands sold,	38,000 00
Rent of Dwellings,	500 00
For loan to Observatory Building,	500 00
For loan for Engineering instrument,	323 30
Students' Fees and Diplomas,	20,000 00
Total,	<u><u>\$74,387 06</u></u>

UNIVERSITY OF MICHIGAN.

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ESTIMATED DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1869.

For Salaries, as now existing,	\$41,485 00
Medical Building Warrants maturing during the year,	2,708 67
Interest on outstanding Medical Building Warrants for one year,	189 61
Outstanding Warrants for salary and advert'g,	525 00
Dr. Ford's Collections maturing during the year,	1,000 00
Interest on outstanding Warrants for Dr. Ford's Collections for one year,	210 00
Shelving and cataloguing in General Library,	1,250 00
Reimburse "reserve fund" interest credit,	2,392 51
Catalogues,	1,500 00
Repairs,	1,000 00
Regents' and Visitors' expenses,	450 00
Postage,	350 00
Insurance,	1,500 00
Fuel and lights,	4,000 00
General Library, periodicals and binding,	1,500 00
Law Library,	500 00
Medical Library,	200 00
Grounds,	300 00
Other contingent expenses,	4,000 00
Balance	9,326 27
Total,	<u>\$74,387 06</u>

The following list contains the numbers and amounts of the several warrants upon the Treasury outstanding, July 1, 1868:

~~Form~~—Salaries for the quarter ending July 1st, and appropriations amounting to \$12,000, be paid from the balance as above shown.

From this estimated balance is to be deducted any appropriations that may be made as an additional grant for salaries, which if made 15 per cent. as heretofore, will reduce it to about \$600, and leaving but that amount to pay the salaries of the last quarter of the fiscal year, amounting to nearly \$11,000.

No. 872 for \$375; No. 903 for \$150,	\$ 525 00
Outstanding Medical Building Warrants, maturing	
during the year and interest,.....	2,898 28
The "Reserve Fund" of the University amounts to	16,492 51
<i>(Derived from the sale of University property in Detroit and int. thereon.)</i>	
Invested in 7 Mich. 7 per cent. bonds, due 1890,	7,000 00
" A. A. " " 	3,100 00
	<hr/>
	\$10,100 00
Loan to Laboratory,.....	4,000 00
Due from Treasury,.....	2,392 51
	<hr/>
Total,.....	<u>\$16,492 51</u>

Hereto are appended the Report of the Secretary marked A, showing the numbers and amounts of the several warrants on the Treasurer, issued during the year; also the Report of the Treasurer marked B, showing the numbers, amounts of the several warrants paid during the year, the items of receipts, and the sources from whence received. Placed on file.

An examination of the financial report will show that, with an apparent balance in the treasury on the 1st day of July, 1868, of \$12,000, more than that amount was required to pay the warrants for salaries then due, and appropriations previously made, exhausting the balance usually in reserve at the expiration of the fiscal year, and leaving the treasury destitute.

With a nearly fixed income and constantly increasing expenses, this condition of the treasury is not unexpected, and it becomes our duty to devise ways and means to meet the deficit sure to occur at the end of the present year.

A careful review of the details of the expenditures of the past year, and the wants of the present, suggests no opportunity for such a retrenchment as will afford material relief from our present embarrassment. No one connected with the University is overpaid for service rendered, and many do not receive the compensation to which they may be considered fairly entitled. The property of the University requires a large annual expend-

iture for its preservation and insurance. The libraries and various collections must have their annual contributions or become comparatively valueless, and the incidental expenses of an institution affording instruction to more than 1,200 students must necessarily be large.

The income of the University cannot be increased from its permanent fund, nor is it considered expedient to impose higher charges for instruction.

Your committee cannot suggest any source from which the necessary aid can be derived, except the liberality of the State, and the friends of the University, and economies which it may be possible to introduce into the general expenditure, which latter would not materially affect the result.

The University will require at least \$10,000 addition to its estimated income for the present year, to enable it to maintain its present position, and hereafter from \$15,000 to \$20,000 annually in excess of its probable income from present sources, to enable it to make such progress as will be expected of the leading University of the west.

As there is no prospect of immediate relief from our anticipated embarrassment, the Finance Committee earnestly desire that all applications for appropriations not included in the estimates, be carefully considered, and especially do they request that all expenditures may be confined to matters absolutely necessary to an efficient administration of the several departments.

THOS. D. GILBERT,
J. EASTMAN JOHNSON,
Committee.

REPORT OF THE PRESIDENT.

Gentlemen of the Board of Regents:

It is a part of the official duty of the President to make an annual report to the Board, at the annual meeting, or as soon thereafter as practicable, embodying therein such suggestions and recommendations as he may deem best for the management and improvement of the University.

During the year closing with June, 1868, the University enjoyed a steady prosperity in all its Departments. The number of students, according to the published catalogue, was as follows:

Department of Science, Literature and the Arts,.....	418
Department of Medicine and Surgery,.....	418
Department of Law,	387
Total,	<u>1,223</u>

The number of graduates was as follows:

Mining Engineers, 6; Civil Engineers, 11; Bachelors of Science, 5; Bachelors of Arts, 34; Masters of Arts, 14; Doctors of Medicine, 80; Bachelors of Law, 152. Total, 305. This is the largest number that ever graduated in a single year.

DEPARTMENT OF SCIENCE, LITERATURE AND THE ARTS.

Comparing the above statistics with previous years, we find that the Department of Science, Literature and the Arts was larger than ever before. The number of students in this Department during the last ten years has been as follows: 1858, 301; 1859, 287; 1860, 282; 1861, 274; 1862, 270; 1863, 266;

1864, 295; 1865, 279; 1866, 353; 1867, 335; 1868, 418. Thus it will be seen that, with the natural slight variations, the Department is now steadily and rapidly increasing. Indeed, it has reached a magnitude as large as can well be accommodated without an increase in the number of Instructors.

Some changes have taken place in the Faculty of this Department. Dr. James R. Boise, after more than fifteen years faithful service as Professor of the Greek Language and Literature, has resigned his position. At his own recommendation, my judgment entirely coinciding with his, one of our graduates who has enjoyed his instructions, and who is entirely competent to maintain the high standard of this branch of study, Martin L. D'Ooge, M. A., has been constituted Acting Prof. of Greek.

At the beginning of the year, Rev. L. D. Chapin, M. A., Professor of Intellectual and Moral Philosophy, after four years' faithful service, obtained leave of absence to visit Europe, and has since resigned his place, the duties of his Professorship being for the time assigned to the President. This imposes upon me so much additional labor that I fear the general interests of the University may suffer somewhat for the want of sufficient oversight and attention. Both of these gentlemen have assigned the smallness of their salary as one cause of their departure, and it is only in regard to the necessity of rigid economy, that I have felt it proper to assume the additional labor imposed upon myself.

Charles K. Adams, M. A., Professor of History, has also been in Europe during the entire year, without salary, but has returned and will attend to the duties of his professorship hereafter. Some changes in the course of study made it proper for him to obtain leave of absence for one year, and I doubt not that with the enlarged experience that he has acquired by a study of the modes pursued in some of the best Universities in Europe, he will be able greatly to increase the efficiency of his professorship.

Allen J. Curtis, M. A., Assistant Professor of Rhetoric and English Literature, has been absent the whole year on account of poor health, and has since resigned his position. He is entitled to great credit for the ability, and assiduity, and success with which he discharged his duties while with us, and should his health be restored, and a vacancy arise in any professorship suited to his taste, the University would do well, if possible, to secure his services hereafter. In the mean time, the professorship has been ably filled by the appointment of Moses Coit Tyler, M. A., who by his zealous and able devotion to the English Language and Literature, and the science and art of elocution, is greatly elevating the standard of scholarship of the University in these branches of study.

It is not necessary for me to describe in particular the other professorships in this Department. Suffice it to say, that all of them seem to me to be making a commendable use of their means to furnish the best possible facilities for a broad and thorough culture.

The University has had, in this Department, a difficult problem to solve. Here it stands in the most vital and intimate connection with the general school system of the State. It professes to furnish to the graduates of the High Schools of the State opportunities to pursue their studies still further. Having no Preparatory Department of its own, the scale of requirements for admission should be so adjusted as to encourage a proper scholarship in these High Schools. If the standard is put too low, it will tend to degrade the High Schools; if too high, it will exclude the youth of the State who have a claim to its benefits. The University has therefore aimed to lay a foundation sufficiently broad to satisfy all just demands. It has laid out the work of this Department in six parallel courses of study, not taking any other College, American or foreign, for its model, but endeavoring to meet the exact and just demands of the School System of Michigan. I have examined this subject carefully, and from time to time presented such recommendations as seemed to me to be needful, and to the

broad and liberal provisions made by the Board of Regents is to be attributed greatly the present growing prosperity of this Department. Notwithstanding the rivalry to which this Department, in particular, is exposed, by the numerous Colleges in the country, old and young, its Classical Course and its various Scientific courses of study call in many students from all parts of the State, and from other States and countries. Perhaps still more in this direction is needed. If that kind of industrious education which must, from the nature of the case, be imperfectly given in the most of the so called Commercial Colleges, is demanded, it would be wise to inquire whether it could not be more systematically and thoroughly presented in a large University than elsewhere. And if so, we should meet the just demands of the people.

At the same time I have seen with regret a tendency, in some of the cities of the west, to lower the standard of education in the High Schools, by excluding from the curriculum of studies the ancient languages, and the higher mathematics usually pursued there. This, I am constrained to say, arises from a want of proper understanding of the subject on the part of those who recommend this degradation of the High Schools. The object should be to broaden the base, so as to accommodate all reasonable demands. This country, famous for its school system, can afford to furnish opportunities to its youth, of both sexes, to study all of which they are capable. There always will be and should be a demand, on the part of those who desire the most extensive scholarship, to study the Latin and Greek languages. Those who desire to study these languages and voluntarily choose them, will excel in them.

I am happy to add that, though the subject has been broached in some places in Michigan, so far as I know, the standard of scholarship in the High Schools of the State has not in any instance been lowered. Let Michigan be jealous of its reputation for attention to education. Large and expensive school-houses are arising in all our cities and villages as our population and wealth increase. Let these High Schools be managed by

teachers competent to give a preparation for the University in any of its courses of study, and also such additional advantages as are obviously demanded.

DEPARTMENT OF MEDICINE AND SURGERY.

The number of Students in this Department was 107 less than the year before. In so large a school the attendance will fluctuate some from year to year, from causes not easily ascertained. I have an impression, from consulting several catalogues, that the whole number of Medical Students in the country was considerably less than the year before, which may have arisen from the fact that, when the war closed, many who had been in the army and whose professional studies had been thus interrupted, availed themselves of the earliest opportunities to complete their education, while now matters have subsided into their normal condition. The number of graduates this year was only two less than the year before.

The lectures and instructions were regularly given, and in many respects the year may claim to have been extraordinarily prosperous. Especially the clinical advantages of the School were greater than usual, a very large number of patients presenting themselves for medical advice and surgical treatment, before the class. The advantages of this Medical School in this respect are regularly improving with the increase of population in Ann Arbor and vicinity.

Two of the professors, Drs. S. G. Armor and W. W. Greene, resigned their positions at the close of the year, the former having signified his intention so to do the preceding year, and the latter, for a professorship in the Medical School of Maine. Dr. H. F. Lyster, M. A., of Detroit, an alumnus of the University, has been elected to the Chair of Surgery, and due provision will be made to supply the other vacancy.

A large part of the collections in the Museum connected with this Department, was the private property of Dr. Ford, but has been purchased by the University. There are still in the Museum some specimens belonging to private parties, a

part of which it may be well to purchase, and provision should be made for the systematic enlargement of the Museum.

Some other matters relating to this Department will be mentioned in a later part of this Report.

DEPARTMENT OF LAW.

The number of Students in the Department of Law was only eight less than the year before, and considerably above any preceding year. The number of graduates was six more than the preceding year.

The steady prosperity of this, the youngest Department of the University, is very gratifying. The Law Library is regularly increasing, and the classes are nearly as large as can be accommodated. It would add much to our convenience if we had a separate building for the General Library, so that all of the building erected for the Department of Law could be devoted to its accommodation.

At the close of the year, Prof. Ashley Pond, M. A., resigned his professorship, and Charles A. Kent, M. A., was appointed in his place.

FINANCIAL WANTS OF THE UNIVERSITY.

In previous reports I have shown the financial wants of the University so fully and specifically that it would seem unnecessary to recapitulate this matter. I can only add that, with the lapse of time, these wants unsupplied become the more pressing. We need new buildings, and the old buildings want repairs. The grounds should be newly fenced and properly laid out. We ought to have a gymnasium. Other Universities are springing up around us, fostered by the liberal care of other States. We must gradually recede from our high rank, unless with the growth of Michigan some additional pecuniary strength is given to its State University.

Again would I express my high appreciation of the interest in this subject manifested by the Legislature of 1867; and though the University has not been able yet to avail itself of the provision conditionally offered in the act to aid the Univer-

sity of Michigan, approved by the Governor March 15, 1867, still it would be improper not to acknowledge the solicitude for the adequate support of the University, manifested by both branches of the Legislature.

RELATIVE TO A PROFESSOR OF HOMEOPATHY.

The duty imposed upon the President, to embody in his report "such suggestions and recommendations as he may deem best for the management and improvement of the University," seems to make it incumbent on me to express my views on the present relations of the University to the State, as affected by the Legislature, relating to instruction in Homeopathy. In so doing, I shall not consult the wishes or opinions of any party, inside or outside of the University, but as plainly as I can, set forth what appears to me to be the demand of sound science, and the highest good of the University.

It is well known that so long ago as 1855, a law was enacted by the State, "that there shall always be at least one Professor of Homeopathy in the University of Michigan." It is known, also, that the Board of Regents from that time to the present year, notwithstanding the numerous changes in its membership, had never appointed a Professor with this title. The Legislature of 1867 granted further aid to the University, on condition that this law should be executed. Your Honorable body, after much deliberation, determined to appoint a "Professor of Homeopathy," with instructions to lecture in a Homeopathic School, to be regarded as a part of the University, but to be located in some other town than Ann Arbor, provided that such a school could be supported by the aid that should be furnished it out of the before mentioned grant, and the voluntary contributions of its friends. It was believed that this would be a compliance with the law, and prevent any unhappy conflicts in the Medical School at Ann Arbor. The Supreme Court of the State has decided that this was not a compliance with the law, and therefore the money granted to aid the University has not

been paid over, but still remains in the Treasury of the State, and all the action of our body on the subject is null and void.

It becomes now a question of pressing interest, whether the University should comply with the law, and thus secure the grant, or whether it should set forth clearly the reasons for non-compliance with the law, and trust to the wisdom and justice of the State to make the grant unencumbered with conditions, and to repeal the old and unexecuted law requiring the appointment of a "Professor of Homeopathy."

I wish here to state my unabated confidence in the disposition of the State, as represented in its Legislature, to deal fairly and liberally with the University. I doubt not that the law originally was passed with a purpose to do justice. I doubt not that the Legislature of 1867 generally, wished to strengthen the University; and I think it was more honorable to the Legislature, and more promising to the future good of the University, to pass the act granting aid with that condition, than not to have tendered aid on any condition. I am thankful that the Legislature, after learning the facts, did not decide positively to refuse aid. I hope no Legislature will take that position, and I believe if good reasons can be presented why the condition should not be complied with, the State will still grant us assistance.

I believe, furthermore, that good reasons do exist why a "Professor of Homeopathy" should not be appointed, and I believe that all unprejudiced persons will be able to see them. I beg here explicitly to state, that I do not argue in behalf of the medical profession, or "Allopathy," or any particular class. I am not conscious of any particular interest in any class or party, on this subject. So far as I am personally concerned, it might be more politic to say nothing on the subject; but as a custodian of the interests of the University, I must express what the interests of sound education seem to me to require, irrespective of party or sect.

Observe then, first, that we have no Professor of "Allopathy" in the University of Michigan. This is no subterfuge, but a

solemn fact. If a grant of money was offered to the University on condition that a Professor of Allopathy should be appointed, I should be compelled to show the unreasonableness of the condition. We do not want in a University, Professors of special ideas or theories, who believe that their special ideas or theories embrace all truth in their respective schools, and that all outside of their special ideas or theories is false, and to be rooted up and condemned. You make the University, by such a course, a place of strife and discord, and not a place for the harmonious inculcation of all truth. What we want in the Department of Medicine and Surgery, is a number of Professors who shall present all the *subjects* and all the *information* properly belonging to the science and art of Medicine and Surgery. They should be, as they are, Professors of *Anatomy, Physiology, Pathology, Surgery, Diseases in general, Diseases of particular classes, Chemistry, Materia Medica, &c., &c.*—embracing the whole orb of the science and art of Medicine and Surgery,—but not Professors of “Allopathy,” “Homeopathy,” “Hydropathy,” or any other special theory; and the graduates should receive, not a title—“Homeopathic Doctor,” or “Allopathic Doctor,” or “Hydropathic Doctor,” or Doctor of any particular kind, but simply the old, time-honored M. D.—Doctor of Medicine.

This is no sublimated, unapproachable theory, but the only proper basis of a University. The University does not establish a Department of Medicine and Surgery in the interests of any particular class of physicians, or in the interest of conflicting classes of physicians, or with the special purpose of making doctors of any particular kind, or of all kinds, but to teach the science fully and broadly—not in conflicting schools and debates, but, as far as possible, thoroughly—without reference to local interests and partizan distinctions. Once establish the precedent that every party in the world shall be recognized by name, and have a Professor bearing its *partisan name*, and irreparable injury is done to the University.

But it may be said that, as a matter of fact, on the present

system, all the Professors are "Allopathic Doctors," and thus Homeopathy is indirectly opposed. Of this I can only say that the theory which I advocate requires that the Regents, in the appointment of Professors, should according to their own judgment, select the best men they can secure for the Professorships, untrammelled by the dictation of any bodies or parties of men outside of the University, and having no regard to the conflicts among professional men. In the selection of Professors in the Department of Science, Literature and the Arts, or any other Department, they are to regard as little as they choose, the divisions on religious opinions which exist in society; in the Department of Law, the differences of opinion on political theories; and in the Department of Medicine, the differences of opinion that prevail among well educated physicians. If there are inherent difficulties, here they are to be met boldly and prudently, on a basis which can be defended; but I am persuaded that the least defensible and most perilous way to meet them is to elect men to Professorships, the very name of which instructs them to be partisan defenders of exclusive theories,—as, for instance, in the Literary Department, Professors of "Protestantism," or "Presbyterianism," or, in the Law Department, Professors of "Conservatism," or "Radicalism," or "Democracy;" or in the Medical Department, Professors of "Allopathy," or "Homeopathy."

It is not my business to describe Homeopathy, or Allopathy, or any theory of the healing art, though the relation of this subject to the University has led me, impartially as I could, to examine their claims. Homeopaths profess to cure by the administration of medicine on one theory only, to-wit: that diseases must be overcome by medicines that will produce disorder in a healthy body similar to that which they will heal in a diseased body. They also usually conjoin with this a theory that very small quantities of medicine, in many instances even infinitesimal quantities—too small for the human mind clearly to estimate, are efficient.

The regular school of physicians, called Allopathists by

Homeopathsists, though they do not accept the name, and deny that it is applicable, teach that all diseases and remedies are to be studied experimentally, and that whatever medicines are proved to be curative and beneficial should be employed, and in doses of any size that may be found, by actual use, to be necessary, whether large or small.

Strictly speaking, then, as an outsider, I cannot see why the regular school of medicine, in theory, at least, does not embrace Homeopathy, so far as they, by actual use, find it beneficial. Their theory certainly requires that they should administer medicines on the Homeopathic system, and in infinitesimal quantities, if they find, by study and practice, that medicines so administered will heal disease. But their theory also requires that they should not confine themselves to any exclusive method, if they find any other method more beneficial, but always keep their eyes open to observe new facts and learn new laws.

Nothing but inexcusable prejudice and a want of candor, should prevent regular physicians from investigating Homeopathy, and every other limited theory of cure, thoroughly; but they are by their professed basis of action, forbidden to shut out light from any other source. They profess to embrace the whole orb of science and art, so far as it applies to the maintenance and recovery of physical and mental health.

Whatever may be the character of some doctors—human nature being weak and perverted—ought not a University to aim to teach science thus fully and impartially? Is it necessary to promote truth by the perpetual antagonisms of men who believe that all who differ from them are not only incomplete, but radically and essentially wrong? For my part, though not a physician, I admire the theory of medical science, and clearly see that its advocates have a foundation to build upon, as impregnable and eternal as truth. The Regents, who are elected by the people, and are brought near to the interests of the University, and are charged by the Constitution of the State with its government, have never yet elected professional

partisans to a place in the Faculty. I am sure the Legislature will not ask them to do so if they consider the subject carefully. For these reasons I hope that the State will not always insist, as a condition of aid, that the teachers of any exclusive theory shall be employed by the Regents of the University. And I trust that your Honorable body will neither select nor reject candidates for professors in the interest of any outside party or association, but, according to your best judgment, select liberal and well qualified men, each to give instruction in some natural division of the great territory of human knowledge and power. At the same time, I allow that the Regents ought to respect the will of the people, and must, in the end, accept the aid tendered by the State on the conditions insisted upon.

ADMISSION OF WOMEN TO THE UNIVERSITY.

There is still another subject of vital interest to the cause of education in the State, and connected with the University, and that is the evident propriety that equal and impartial privileges should be furnished by the State to both sexes. The Legislature of 1867 adopted the following resolution:

“Resolved, That it is the deliberate opinion of this Legislature that the high objects for which the University of Michigan was organized, will never be fully attained until women are admitted to all its rights and privileges.”

If this is the deliberate opinion of the Legislature, it may be supposed to be the opinion of a majority of the people of the State, and if so, the University, belonging to the State, should regard that opinion. A year ago, in my report, I briefly noticed this subject, and set forth the objections to the demand made, as forcibly as I could, and recommended that no change at that time be made in the policy of the University. I admitted, however, that young women ought to have all advantages for education furnished to young men, but deprecated the agitation and perhaps temporary injury to the University that might ensue, especially unless proper provision was made, which would involve the expenditure of considerable money.

I advert to the subject again because I believe the State will not be able to pass it by without investigation and action, and because the State ought not to neglect it. It is not right that girls and boys, young men and young women, should be educated together in our public schools, our high schools, and our Normal School, and that the privileges of University education should be confined to only half of the population. If young women wish to enjoy the advantages of our libraries, and museums, and laboratories, and lectures, and other instruction, it is simply wrong to deny them the privilege.

If there are difficulties in the way, these questions should be honestly investigated. Are these difficulties, or are they not, insuperable? If they can be properly guarded against, would the expense of doing so be greater or less than to duplicate the University, so as to give equal advantages to women elsewhere? The more I consider the subject, and the more carefully I study the results of the education of both sexes in the same schools, the more inclined am I to the belief that the best method for Michigan would be to make provision for the instruction of women at the University, on the same conditions as men.

I have come to this conclusion slowly. A few objections have sometimes seemed to me strong, but the most of what is urged against it is fanciful, and partakes of the nature of the thoughtless opposition made to what is new. The standard of education would not be changed. The habits of study would not be affected. The honor of the University would be rather increased than diminished. It does not injure the young men at the Sorbonne in Paris that ladies also can listen to the lectures. The demand that women should enjoy the same advantages as men, grows out of Christian civilization, and if difficulties arise, we must not shrink from them, but overcome them. Responsibility makes strength.

I think, however, that to *try this experiment fairly* we should make, as soon as convenient, some improvements in our buildings. Some additional instructors also might be required. Though the additional cost would be trifling compared with

that of establishing another college for women elsewhere, still it would be more than could be met by the University, out of its present resources, unless the grant made by the State in 1867 could be received. In conclusion, I wish distinctly to be understood that I do not desire obtrusively to interfere with the educational provisions of the State, nor even to influence unduly its action in regard to the University. It is my business to execute, not to make, the laws of the University. I should be content to superintend matters as they are here, or leave the work for some other person. I have no doubt that as the University has so largely increased in numbers, and in all the indications of popularity, within a few years, so it may continue to enjoy public favor, if properly managed. But any person must be able to see that, while all things around us in this new country are growing, the University can keep pace with the State, and with the Universities of other States, only by the systematic increase of its income. Michigan has a population of over a million; it will yet have several millions. Shall the University then have no more income than now? How then will it compare with the Universities of New York, Wisconsin, Illinois and other States, that have not only the proceeds of the public lands granted to them by the United States, but also large additions to their resources from private munificence, and by grants of the respective States.

The fathers of Michigan did well, and the University has repaid their far-seeing enterprise in honor and usefulness—will not the present generation imitate as well as eulogize their fathers?

E. O. HAVEN,
President.

September 29, 1868.

"D."

STATEMENT

OF OPERATIONS IN THE MUSEUM OF THE UNIVERSITY OF MICHIGAN, IN THE DEPARTMENT OF "GEOLOGY, ZOÖLOGY AND BOTANY," AND THE DEPARTMENT OF "ARCHÆOLOGY AND RELICS," FOR THE YEAR ENDING SEPTEMBER 24TH, 1868.

Rev. E. O. Haven, D. D., LL. D., President of the University :

SIR—I have the honor to submit the following report on those departments of the Museum under my charge.

I. DEPARTMENT OF GEOLOGY, ZOÖLOGY AND BOTANY.

Everything has been accomplished in this department which the limited resources at my command have permitted. Some very material assistance has been rendered by Mr. M. W. Harrington and Mr. J. B. Steere, members of the last senior class, and now graduates of the University. Mr. Harrington, in particular, devoted a considerable portion of nearly every week to work in the laboratory or museum, and, though without any compensation, rendered service which could not be dispensed with. It gives me pleasure to say that Mr. Harrington, by authority of the Board of Regents, granted in September, 1867, is now employed, at a moderate remuneration, to assist me in the details of this department.

I. Geology.

Four new cases have been constructed, extending across the south end of the old library room, at an expense of \$175.

In the arrangement of the geological collection I have effected great improvements. Changes were rendered necessary in providing a suitable location for the collections from Lake Superior, to which reference was made in my last report; and the re-arrangements became now, for the first time, possible, by the construction, this year and last, of several new cases. The want of these had long prevented me from giving the geological collections anything like a systematic distribution. Under the present arrangement, the room attached to the Gal-

lery of Mineralogy is devoted exclusively to the Lithological section, while the old library room is appropriated exclusively to the Paleontological section. In the Lithological section there are twenty-four cases, assigned as follows:

A. Azoic and Eozoic.

- 1-2. Metalliferous—Michigan Copper.
- 3-4. " " Iron.
- 5. " Other Metals.
- 6-7. Plutonic Rocks and Rock-constituents.
- 8-9. Schistose Rocks and Rock-constituents.
- 10-11. Eruptive Rocks and Rock-constituents.

B. Paleozoic.

- 12. Potsdam Rocks.
- 13. Trenton and Nashville Rocks.
- 14. Niagara, Salina and Lower Helderberg Rocks.
- 15. Oriskany, Corniferous and Hamilton Rocks.]
- 16. Chemung, Waverly and Lower Carboniferous Rocks.
- 17. Coal Measure Rocks.

C. Mesozoic.

D. Cenozoic.

- 19. Tertiary Rocks.
- 20. Post-Tertiary Rocks.

E. Students' Lithological Cases.

- 21. Illustrating Rocks and Rock-constituents.
- 22. " Rock-structures.

F. Economical Geology.

The plan of the Paleontological section is shown in the lithographic diagram and printed explanations appended to this Statement. The plan proposed cannot be completely carried into execution until all the cases for this section are constructed. To each case I have attached a description, in book form, of the geology of that age of the world illustrated in the case. These several explanatory volumes have been made by taking to pieces a volume of Dana's Manual of Geology, and binding the parts up separately. Each part is prefixed by a diagram of the Hall, with the requisite explanations.

Some very important contributions to the geological cabinet have been received from Ile Royale and the north shore of Lake Superior, through Dr. A. E. Foote, Assistant in the Chemical Laboratory. Dr. Foote, with unusual and extremely creditable zeal for science, organized, at his own risk, an extensive expedition to the north shore of Lake Superior and the adjacent islands. The expedition left in the latter part of April, and returned during September. The geological department of the University furnished the party with a tent, a camp-chest and utensils, and in return for these facilities, as well as in recognition of the claims of his Alma Mater upon the services of her Alumni, Dr. Foote has furnished my department with a complete set of the geological, zoölogical and botanical specimens collected. These will be found more particularly enumerated below:

Additions to the Geological Cabinet.

DR. A. E. FOOTE. Twelve varieties of porphyry, mostly from Island St. Ignace, mouth of Neepigon Bay, north shore of Lake Superior.

5 varieties of amygdaloidal trap. N. Shore.

Amygdaloidal trap with agates. St. Ignace.

" " " jasper. "

" " " chalcedony. "

Tufaceous trap. St. Ignace.

Slate. Thunder Cape.

Chloritic Schist with iron pyrites. Champion Mine, North Shore.

2 Conglomerates. N. Shore.

2 " Ile Royale.

1 " Eagle River, Keewenaw Pt.

2 Metamorphic sandstone. Ile Royale.

2 Porcelain jasper. "

1 Sandstone. St. Ignace.

1 " Bayfield, Wis.

1 Chlorastrolites in amygdaloidal trap. Ile Royale.

1 " gangue rock.

- 1 Basaltic column, weighing about 80 lbs. Simpson's Island.
2 Segments of basaltic columns.

WILLITS, HARRINGTON and FOOTE, (Alumni.) Several slabs of Corniferous limestone with glacial grooves, from Stony Point, Lake Erie.

M. W. HARRINGTON. Rare lithological specimen.

J. H. BURLISON. Compressed peat, from Dexter, Mich. Talc, from a quarry in North Carolina. Iron Ore, from Brewster's Station, Putnam Co., N. Y.

L. B. POTTS, (Student.) Rare lithological specimen.

CHARLES POOR, (Student.) Rare lithological specimen.

B. R. CHAFEE, (Student.) Fossils and rocks from Marcellus, N. Y.

W. L. OGE, (Student.) Fine specimen of *Tentaculites*.

C. H. PLANT, (Student.) Compressed peat, from Chelsea, Mich.

P. M. BARKER. Salt from crude brine, from well at Bennington, Shiawassee Co., Mich. Depth 680 feet—apparently in "Napoleon sandstone."

WILLIAM BRISCOE, Esq. Travertin from near Sheppardsville, Mich.

D. MONROE, (Class of 1865.) Black oxyd of manganese, from Moléje, Lower California. Plumbago, from Sonora, Mexico.

AYRES, LARNED and WISWALL, (Salt Manufacturing Co., Port Austin, Mich.,) through Rev. George Taylor. Samples of coarse and fine salt, in bottles.

J. MONTGOMERY, (Alumnus.) Fossil coral, (*Syringopora Hisingeri*,) from near Woodstock, Ontario.

MRS. H. M. REDFIELD, Cambridge, Lenawee Co. Pure and fine specimen of Kidney Iron Ore—long mistaken for an aërolite.

PHILADELPHIA ACADEMY OF NATURAL SCIENCES, (by purchase of Prof. E. D. Cope for \$15.) A set of Maryland Miocene fossils, consisting as follows:

11 species of sharks' teeth,.....	17 specimens.
39 " Molluscs,	198 "
1 " Articulate, (<i>Balanus proteus</i> ,)....	5 "
1 " Radiate, (<i>Madrepora palmata</i> ,)...	2 "
52 "	222 "

II. Zoology.

Two pediment cases for large specimens have been constructed, at an expense of \$45.

Mr. Harrington has identified and labeled 25 species of Unionidæ, presented by T. Entrekin; also, the considerable collection of shells left to the Museum by my former geological assistant, A. D. White, to whom acknowledgments were made in my Report of 1863, p. 10. The collection consisted of about 60 species of Unionidæ, Cycladidæ, Helicidæ and Lymneidæ. He has also re-labeled and placed on exhibition, our entire collection of Cycladidæ, besides acting as general assistant during the year, but without compensation. Mr. J. B. Steere, also a student, bestowed considerable labor upon the Lymneidæ and Helicidæ, having re-labeled and arranged 134 species. A considerable portion of our domestic Pulmonate Molluscs has been re-labeled according to an improved arrangement, which I have devised. It is my intention to begin immediately the re-labeling of the ornithological collection, by the introduction of a new label holder, or clamp, which I have invented. This clamp is already in use in some other museums, and has been highly approved by the best judges in some of the larger museums of the country.

The zoological results of the expedition to the north shore of Lake Superior, under Dr. Foote, have added considerably to our collections from that region, especially in the families of Fishes, Reptiles, Insects and Molluscs, as will be shown below. A complete series of the zoological specimens is pledged to the University.

Additions to the Zoological Collection.

DR. A. E. FOOTE. Specimens from Ile Royale and the north shore of Lake Superior, as follows:

Common Hare, (*Lepus sylvaticus*.)

Common Mink, (*Putorius vison*.)

14 Bird skins.

12 Eggs of *Larus argentatus*.

1 Carapace of turtle.

5 Serpents in alcohol.

7 Batrachians in alcohol.

50 Fishes in alcohol.

250 species of Insects.

Unio dilatata and *Anodonta Pepinana*.

22 species of *Planorbis*, *Valvata*, *Amnicola*, *Sphaerium*, *Pisidium*, *Helix*, *Succinea*, *Lymnea*, and *Physa*.

HOLMES AND WILTSE, Ann Arbor. Hen Hawk, (*Buteo borealis*.)

E. P. AUSTIN, (Alumnus.) 3 small Rodents' skulls; 1 skin of Shrew Mole, (*Blarina talpoides*.)

J. T. COLEMAN. Mud Hen, (*Fulica Americana*.) mounted.

W. J. ENGLISH, (Student.) Large Water Bug, (*Belostoma Haldemanum*.)

W. H. MARTIN, Deerfield, Livingston Co. Large Hornets' Nest.

Mrs. S. A. DeLONG. A remarkable native Fly.

WILLIAM VAN OSTRAND. Large Water Bug, (*Belostoma Haldemanum*.)

A. WINCHELL. Maple limbs cut tranversely by an unknown insect larve.

Specimens of *Anoplitis suturalis*, which has just commenced ravaging the locust trees of central Kentucky.

Labeled specimens of small fishes from Ann Arbor. Labeled by Prof. E. D. Cope.

M. W. HARRINGTON. Three species of *Helix*, to supply deficiencies in the Museum. Male and female seventeen-year Cicadas, and larva-cases.

J. B. STEERE. Eight species of *Helix*, to supply deficiencies in the Museum.

MESSRS. PLANT AND CHAFEE, (Students.) Fish Lizard, (*Menobranchus lateralis*).

W. J. ENGLISH, (Student.) Apple tree branches pierced by the seventeen-year Cicada, (very abundant and general in June, 1868.)

The following duplicate bird-skins, in a fair state of preservation, are offered for exchange, viz: 8 *Querquedula discors*, 2 *Aix Sponsa*, 6 *Anas boschas*, 6 *Fulix collaris*, 2 *Aythya Americana*, 1 *Dafila acuta*, 4 *Anas obscura*, 1 *Nettion Carolinensis*, 3 *Mareca Penelope*, 1 *Bucephala albeola*, 1 *Spatulacly peata*, 1 *Croicocephalus Philadelphia*, 2 *Larus glaucus*, 2 *Ardea Herodias*, 4 *Fulica Americana*, 2 *Bubo Virginianus*, 7 *Haliaetus Leucocephalus*, 1 *Pandion Carolinensis*, 1 *Ortyx Virginianus*, 1 *Botaurus lentiginosis*, 1 *Buteo borealis*, 1 *Accipiter fuscus*.

Also 1 *Sciurus Ludovicianus* and 1 *Sciurus Carolinensis*.

In my Statement of 1866 I credited, through wrong information, a remarkable specimen—the Double Crested Cormorant—to the wrong person. It should be credited, H. N. FRENCH, (Alumnus,) of Homer, Calhoun Co.

I deem it but an act of justice to a gentleman of science who, I am sure, would never ask the correction for his own sake, to state that the entire collection of Insects obtained for the University some years since through the agency of Mr. R. Kennicott, and presented as a portion of the "Trowbridge Collection," should be credited to Mr. P. R. Uhler, of the Peabody Institute of Baltimore. This information reached me indirectly and without the agency of Mr. Uhler. It has been ascertained, however, that these specimens were selected, labeled and pinned by Mr. Uhler from his private collection as a donation from himself directly to the University, and that he had no knowledge that they were to be credited to the "Trowbridge Collection." It is claimed by Mr. Uhler's friends that this acknowledgment should be made. In gladly rendering tardy justice to a naturalist of so unpretending superiority, I desire to state that I had no other agency in the transaction referred to than to receive the specimens as they purported to be—a part of the "Trowbridge Collection," with no particular mention of Mr. Uhler's name.

Lest this statement should seem to reflect upon the memory of Mr. Kennicott, I ought to say further that I believe, if this zealous and conscientious young naturalist were living he

would show that his honesty is not in the least implicated in this misunderstanding.

III. Botany.

Mr. Harrington has labeled and placed on exhibition the collection of seeds presented by Mr. Austin and myself, as also the truncheons of wood presented by students of botany. He has also completed the catalogue of the Houghton Herbarium, from which it appears that this collection contains 612 species, and about 2,000 specimens. The Sager Herbarium catalogued by Dr. Lyons, is found to contain 878 species and 1,555 specimens.

Mr. Harrington has also looked through the entire collection of duplicate plants and rectified the labeling according to the modern nomenclature. The duplicate specimens number 4,259, and belong to 643 species. These have been arranged, under my direction, in ten labeled sets, of each of which a complete catalogue has been made out. The sets are composed as follows:

No. 1, 643 species; No. 2, 578 species; No. 3, 503 species; No. 4, 440 species; No. 5, 372 species; No. 6, 310 species; No. 7, 274 species; No. 8, 243 species; No. 9, 202 species; No. 10, 179 species. There are besides 367 specimens of 108 species not included in the sets.

The foregoing plants are mostly in good condition, and I shall endeavor to use them in making exchanges for foreign specimens. Nearly all were collected in the Lake Superior region.

The expedition under Dr. Foote made extensive collections in the Vegetable Kingdom, embracing Phænogams, Equiseta, Ferns and Lycopodiace. The Flora of Ile Royale was pretty thoroughly studied during a stay of about ten weeks. The number of species observed on the island belonging to the types just indicated was 560. The total number of species of the same orders reported by the expedition conducted some years since by Prof. L. Agassiz, was 386.

Additions to the Botanical Collection.

DR. A. E. FOOTE. Two hundred and seventy-five species of dried plants from Ile Royale, numbering about 350 specimens, embracing half a dozen of the rare fern *Allosorus acrostichoides* and the same number of *Aspidium fragrans*.

A. WINCHELL. Sixty-two varieties of garden seeds.

4 Bolls of Cotton from Louisiana.

1 sample of Chinese cotton.

W. MERRILL, East Saginaw, (Class of '71.) Specimen showing a wound of a hickory tree by an axe, grown over and filled up by the growth of seven years.

E. W. WHITMORE, Ann Arbor. Stick of wood showing stump of a limb, (cut off by the axe,) overlaid by twelve years of annual growth.

E. P. AUSTIN. Fifty-five species of seeds of wild plants.

D. R. SHOOP, (Alumnus.) Fifty-nine species of dried plants from Tennessee and North Carolina—mostly new to the collection.

C. H. PLANT, (Student.) Specimens of the Teasle (*Dipsacus fullonum*,) from Marcellus, N. Y.

Summary of Additions.

Geological,.....	117 entries,	322 specimens.
Zoölogical,.....	354 "	468 "
Botanical,	457 "	536 "
Total,	938 "	1,326 "
Grand totals last year,.....	21,591 "	70,303 "
Grand totals this year,.....	22,519 "	71,629 "

II. DEPARTMENT OF ARCHÆOLOGY AND RELICS.

The following additions have been made:

A. WINCHELL. Hickory cane from near the tomb of Andrew Jackson, Hermitage, near Nashville, Tenn.

Leaf of *Magnolia grandiflora* from the tree growing by the tomb of Andrew Jackson.

Pieces punched from the rivet holes of the plates of the iron-clad "Ram" built by the government at Carondelet, Mo.

Virginia Treasury Note for 225 pounds, of date 1781. Presented to A. Winchell by Regent John B. Bowman, of Kentucky University.

Bill of account by Abram Bowman, 1779. From the same.

Receipt of Benjamin Roberts, Louisville, Ky., 1785. From the same.

J. H. BURLISON, (Steward.) Limestone, from door-post of Fort Ticonderoga.

Fragment of brick from Fort George.

Musket-ball and gun-flint from battle-field of the American Revolution, Caldwell, Lake George.

Fragment of the Cathedral of Notre Dame, Montreal.

Ex-Gov. ALPHEUS FELCH, Ann Arbor. A Hindoo Idol made of metal.

WILLIAM J. WATERS, (Student.) Harpoon and seal skin thong used by the Esquimaux of Greenland.

REMARKS AND RECOMMENDATIONS.

A Register for the names of visitors to the Museum was opened on the 24th day of October, 1867. The total number of names registered to September 24, 1868, is 3,349. It is thought at least one-third of the visitors fail to register their names. If so, the Museum has been visited by not less than 5,000 persons during the last eleven months, which is at the rate of 5,400 per year. Of these, it is ascertained that 60 per cent. are people of Michigan.

The registrations have been distributed through the several months as follows:

October (from 24th,) 138; November, 410; December, 282; January, 257; February, 242; March, 346; April, 222; May, 151; June, 501; July, 187; August, 502; September (to 24th,) 183. Total, 3,349.

I beg respectfully again to call attention to the Rominger Collection. In courtesy to Dr. Rominger, some definite action should be taken without further delay.

I have the pleasure to transmit, for the consideration of the Board of Regents, the offer of Prof. James Orton, of Rochester University, to place in our Museum a collection of 127 specimens of lavas from the Andes, for the moderate sum of \$100. These specimens were collected by himself during the last year.

I would also respectfully urge the importance of completing the cases in the Paleontological Hall, and constructing another cabinet of drawers for specimens kept in the laboratory.

I should be pleased to see some steps taken toward the founding of a Botanic Garden and Green House. I believe, after considerable inquiry and observation, that much could be done without permanent expense to the University. Once founded, such an accessory to the University might be made self-supporting, and would, perhaps, produce a small revenue. On this subject I would be pleased to confer with the Board of Regents.

Respectfully submitted.

A. WINCHELL,
Prof. Geol., Zool., and Bot.

UNIVERSITY OF MICHIGAN,
Ann Arbor, 28 Sept., 1868.

ANNUAL REPORT OF THE STATE BOARD OF EDUCATION.

The Board are happy to be able to report that the Normal School has passed a successful year, and is now prosecuting its work effectively.

The departments that were supplied by temporary assistants for the last year, have been filled by the appointment of permanent professors.

Prof. E. Darrow has been called to the Chair of Ancient Languages, and Prof. D. Putnam to the Chair of Natural Science. They are now discharging the duties of their respective positions with entire acceptance.

During the year, the executive committee of the State Agricultural Society have passed to the Normal School all their right and title to the Museum. This building is very much needed for use by the school, and an appropriation should be secured to complete it as speedily as possible.

It has been enclosed and rooms finished in the basement for the Janitor. It is hoped that the Legislature will at the present session make the needed appropriation. Since the State by an outlay of five or six thousand dollars can secure to the Normal School an edifice which has cost twenty thousand dollars, there ought not to be any doubt about the appropriation being made. The Museum has been erected and thus far completed by the joint efforts of the Executive Committee of the Agricultural Society, the State Board of Education and the citizens of Ypsilanti. It is a beautiful structure, located on the south-east corner of the Normal School Campus, overlooking the entire city of Ypsilanti.

The crowded condition of the present edifice renders it necessary to remove the model school to some other place. The original design contemplated the finishing of rooms in the Museum for the accommodation of the Experimental Department. The time has arrived when this change is demanded, and room ought at once to be provided.

WITTER J. BAXTER, *President*,
DANIEL E. BROWN,
EDWIN WILLITS,
ORAMEL HOSFORD, *Sec'y, (Ex-Officio.)*

STATE NORMAL SCHOOL.

REPORT OF PRINCIPAL.

To the Board of Education of the State of Michigan:

The year past has been one of encouraging prosperity. At the time of this report, all the departments of the Normal School are working harmoniously and efficiently. The general course of study and training continue, as given in former reports, and the enumeration and restatement of them is not deemed necessary now. The statistics of attendance, etc., are for the

Winter Term of 1867-8.

In classes A and B,.....	86
In class C,	82
“ D,	52
“ E,	20
	— 240

Summer Term, 1868.

Classes A and B,.....	31
Class C,	68
“ D,	34
“ E,	33
	— 166

Fall Term, 1868.

Classes A and B,.....	93
Class C,	83
“ D,	41
“ E,	45
	— 262

CLASS GRADUATING MARCH 5TH, 1868.

Frances E. Bacon,	Ypsilanti.
Lucia J. Fisher,	Coldwater.
Lizzie E. Gardner,	Dexter.
F. W. Dunlap,	Mitchell, Iowa.
Lydia A. Hopkins,	White Lake.
Anna LeBaron,	Saline.
Mary J. Melville,	Sherman.
Wm. P. Palmer,	Ypsilanti.
S. Eliza Phillips,	Ypsilanti.
Emma Smith,	Novi.
J. H. Turnbull,	Chelsea.
Lottie A. White,	Coldwater.
Belle Widner,	Wyandotte.

Besides these who received the graduating diploma, seventy-five others have received the *Training* course certificate, viz.:

At close of Winter Term, 1867-8,	27
And at close of Summer Term of 1868,	48

In the *Experimental Department* the number of *Normal* pupils acting and trained in teaching was,

Winter Term of 1867-8,	28
Summer Term of 1868,	27
Fall Term of 1868,	26

— 81

	NO. OF PUPILS.		
	Winter of '67-8.	Summer, '68.	Fall, '68.
1st Primary,	7	9	2
2d Primary,	2	7	9
3d Primary,	—	3	11
1st Intermediate,	7	6	—
2d Intermediate,	9	12	3
3d Intermediate,	21	17	15
1st Grammar,	30	17	25
2d Grammar,	15	14	12
3d Grammar,	13	7	12
High School,	2	2	7
	106	94	96

According to the law of the State, the Board of Education apportion the number of pupils to be appointed by Representatives, and in 1867 fixed it at two for each Representative; said appointment to be valid for one year, and having the following or a similar form:

DATE _____, 18—.

I hereby certify that _____ has been appointed by me to fill the next vacancy in the Michigan State Normal School, among pupils from this district.

Representative _____ District, _____ County.

Fifty pupils have received appointments from Representatives of the district whence they came, whose names and by whom appointed are given in the following list:

Winter Term of 1867-8.

Sarah E. Jones, appointed by Hon. Walter Robinson, 4th Lenawee.

Maria Wadsworth, appointed by Hon. Charles E. Mickley 3d Lenawee.

L. C. Miller, appointed by Hon. Wm. A. Osborn, 2d Lenawee.

Sarah J. Brooks, appointed by Hon. J. J. Woodman, 1st Van Buren.

A. D. Lutwych, appointed by Hon. C. H. Gallup, Huron Co.

Julia A. Meachem, appointed by Hon. L. D. Osborn, 2d Cass.

Christina McFarlan, appointed by Hon. Thos. D. Hawley, 1st Wayne.

Louisa Armstrong, appointed by Hon. Thos. D. Hawley, 1st Wayne.

Emma L. Baker, appointed by Hon. J. S. Barber, 2d Branch.

Mary Underdonk, appointed by Hon. George Willard, 3d Calhoun.

Hattie Hubbard, appointed by Hon. George Willard, 3d Calhoun.

Henry Bishop, appointed by Hon. Israel Huckins, Sanilac.

Sarah A. Paradise, appointed by Hon. Walter Robinson, 4th Lenawee.

Clara Ruddiman, appointed by Hon. Jefferson Wiley, Wayne.

Isaac Wheeler, appointed by Hon. Israel Huckins, Sanilac.

Nancy Van Ness, appointed by Hon. Levi Camburn, Montcalm.

Geo. W. Clendennen, appointed by Hon. Henry B. Wells, 1st Cass.

Chas. S. Baker, appointed by Hon. E. C. Walker, 1st Wayne.

Jas. D. Turnbull, appointed by Hon. Samson Parker, 4th Washtenaw.

Flora Jenness, appointed by Hon. J. S. Jenness, Washtenaw.

Emma Jenness, appointed by Hon. J. S. Jenness, Washtenaw.

Summer, 1868.

D. E. Haskins, appointed by Hon. Warren McCutcheon, 3d Hillsdale.

Rufus Courter, appointed by Hon. P. D. Warner, 3d Oakland.

Edgar Hughson, appointed by Hon. A. S. Stannard, 2d Ionia.

M. Devro, appointed by Hon. A. H. Benedict, 2d Livingston.

Irving Clendennen, appointed by Hon. H. B. Wells, 1st Cass.

Gracie Bradley, appointed by Hon. Jno. McGlavin, 2d Berrien.

Nelia Hammond, appointed by Hon. Jno. McGlavin, 2d Berrien.

L. E. Hall, appointed by Hon. W. F. Storrs, 2d Ottawa.

Fannie J. Fitch, appointed by Hon. Danl. L. Crossman, 2d Ingham.

Alice Howe, appointed by Hon. Alex. H. Benedict, 2d Livingston.

E. Kimball, appointed by Hon. Hiel Woodward, 1st Jackson.

Chas. A. Baxter, appointed by Hon. W. F. Storrs, 2d Ottawa.

L. Congdon, appointed by Hon. S. Parker, 4th Washtenaw.

A. Stark, appointed by Hon. J. D. Corey, 3d Washtenaw.

Hattie Meachem, appointed by Hon. L. D. Osborn, Cass.

H. M. Sabin, appointed by Hon. Thos. J. Slayton, 2d Kent.

Fall Term of 1868.

Christina McFarlan, re-appointed by Hon. Thos. D. Hawley, 1st Wayne.

Maria J. Mellville, appointed by Hon. J. G. Wait, Senator.

W. W. Stockley, appointed by Hon. Luther G. Emerson, Ontonagon.

Alice Howe, appointed by Hon. A. H. Benedict, 2d Livingston.

H. Meachem, re-appointed by Hon. L. D. Osborn, 2d Cass.

Anna Curtis, appointed by Hon. H. B. Wells, 1st Cass.

O. H. Carus, appointed by Hon. P. Dean Warner, 3d Oakland.

Mary E. Bodine, appointed by Hon. P. S. Spalding, 2d Eaton.

L. S. Montague, appointed by Hon. Wm. Ball, 1st Livingston.

Peter Shield, appointed by Hon. Wm. Ball, 1st Livingston.

Ellen J. Cobb, appointed by Hon. J. W. Swift, 4th Wayne.

Harriet Hubbard, re-appointed by Hon. Geo. Willard, 3d Calhoun.

Mary Underdonk, re-appointed by Hon. Geo. Willard, 3d Calhoun.

All the appointees have proved to be excellent selections, but the appointments will diminish the estimated income by about five hundred dollars.

The Normal School has gained much in the last two years from the able coöperation of County Superintendents. Their sympathy is naturally with us if we do our work well, and we are gratified to hear good accounts from those of our pupils who have completed or partly completed the course of study in the School. The whole cause of education in the State has sensibly felt their influence, and no wiser act for the interests of popular education has been accomplished than that of the Legislature of 1867, creating such office; giving, as it does, such intense efficiency, in the case of every good officer, to the whole machinery of the common school system.

I append a table showing the statistics of attendance since the opening of the school, that, in case of the loss of our

REPORT OF TREASURER.

YPSILANTI, Mich., June 24, 1868.

*The State Board of Education in Account with R. W. Hemphill
Treasurer.*

1867. Sept. 26.	To paid No. 167, Hon. D. E. Brown, expenses,...	\$39 70
" 26.	" " 168, Hon. E. Willets, expenses,	14 95
" 26.	" " 169, Hon. O. Hosford, expenses,.....	37 00
" 26.	" " 170, Prof. Mayhew, expenses, Ohio, ..	28 00
" 26.	" " 171, Prof. Goodison, postage,.....	9 65
Dec. 17.	" " 172, Hon. D. E. Brown, expenses,...	17 50
" 17.	" " 173, Hon. O. Hosford, expenses,.....	17 00
" 17.	" " 173, Hon. E. Willets, expenses,	9 00
" 17.	" " 174, Prof. Mayhew, salary,.....	500 00
" 17.	" " 175, Prof. Bengal, salary,.....	375 00
" 17.	" " 176, Prof. Goodison, salary,.....	375 00
" 17.	" " 177, Prof. Bellows, salary,	375 00
" 17.	" " 178, Prof. Whitney, salary,.....	300 00
" 17.	" " 179, Miss Hoppin, salary,.....	225 00
" 17.	" " 180, Miss Rice, salary,.....	175 00
" 17.	" " 181, Miss Pomeroy, salary,.....	150 00
" 17.	" " 182, Prof. Pease, salary,.....	187 00
1868. Jan. 3.	" " 183, Hon. D. E. Brown, expenses,...	21 00
" 3.	" " 184, Hon. E. Willets, expenses,.....	20 00
" 3.	" " 185, Hon. O. Hosford, expenses,.....	14 50
March 5.	" " 186, Prof. Mayhew, salary,.....	500 00
" 5.	" " 187, Prof. Bengal, salary,	375 00
" 5.	" " 188, Prof. Goodison, salary,.....	375 00
" 5.	" " 189, Prof. Bellows, salary,	375 00
" 5.	" " 190, Prof. Whitney, salary,.....	300 00
" 5.	" " 191, Miss Pomeroy, salary,.....	150 00
" 5.	" " 192, Miss Rice, salary,.....	175 00
" 5.	" " 193, Prof. Darrow, salary,.....	300 00
" 5.	" " 194, Miss Hoppin, salary,.....	225 00

1868.	Mar.	5.	To paid No. 195, Prof. Pease, salary,.....	\$187 50
"	5.	"	" 196, Edwards & Cooper, w ^k museum,.....	450 00
"	5.	"	" 197, J. E. Bassett, painting,.....	10 00
"	5.	"	" 198, Smith Bros., sundries,	62 04 ³
"	5.	"	" 199, Smith Bros., Laboratory,	13 88
"	5.	"	" 200, Prof. Goodison, postage,.....	3 50
"	5.	"	" 201, Bickford & Camp,.....	29 94
"	5.	"	" 202, A. S. Barnes, diplomas,.....	75 15
"	5.	"	" 203, Ypsilanti Woolen Manufacturing Co., lumber,.....	24 44
June 24.	"		Expense acc't per bill of items,.....	3,455 67
Total debits,				<u>\$9,978 52</u>

*The State Board of Education in Account with R. W. Hemphill,
Treasurer.*

1868.	June 24.	To payments as per acc't annexed,	\$9,978 52
"	24.	balance to new acc't,	866 19
			<u>\$10,844 71</u>
1867.	Aug. 9.	By balance cash acc't,	\$1,927 71
	Dec. 17.	" 1 diploma,	3 00
	" 31.	" warrant Auditor General,	1,500 00
1868.	March 6.	" 14 diplomas,	42 00
	" 6.	" warrant Auditor General,	5,000 00
	April 20.	" 1 diploma,	3 00
	June 24.	" tuition from Aug. 9, 1867, to June 24, 1868,	2,369 00
			<u>\$10,844 71</u>
1868.	June 24.	By balance,	<u>\$866 19</u>

YPSILANTI, Mich., June 24, 1868.

ADRIAN COLLEGE.

REPORT OF THE PRESIDENT.

Adrian College, now under the control and special patronage of the Methodist Church, has before it a future of bright promise. Its Buildings, Grounds, Cabinet, Musical Instruments, Library and other appurtenances, are valued at \$200,000. It has, in addition to this, an endowment fund, drawing interest, of upwards of \$100,000.

The attendance the past year was two hundred and forty-two. Of these thirty-six were in the College and two hundred and six were in the Select Course and Preparatory Department. Ninety-five were ladies and one hundred and forty-seven were gentlemen.

When the College, less than two years since, became the property of the Methodist Church, there was an indebtedness against the Institution of upwards of \$30,000. This indebtedness, it is confidently believed, will be fully met during the year 1869.

The course of instruction pursued in this Institution, as our catalogue shows, is equal to that pursued in other first-class colleges, and the fixed purpose of the Faculty is to secure to their pupils an education as complete and thorough as can be obtained elsewhere. With the following extract from our last catalogue, I close this report:

"DEGREES.

"The Degree of 'Bachelor of Arts' is conferred upon students who successfully complete the Classical Course.

"The Degree of 'Bachelor of Science' is conferred upon students who in like manner complete the Scientific Course.

"The Master's Degree will be conferred upon graduates of three years' standing, who shall have sustained a good moral character subsequent to graduation, and who shall have engaged during that period in professional or in literary and scientific studies, provided that those entitled to such degree

shall report themselves by letter or otherwise to the President of the College before the time of the annual meeting of the Board of Trustees.

"LITERARY SOCIETIES.

"There are connected with the College, two Literary Societies, the 'Star' and the 'Lambda Phi.' These hold regular weekly meetings for Rhetorical and Literary Exercises, and afford to students advantages for improvement in discussion, criticism and Rhetorical studies.

"CABINET.

"The Cabinet comprises the Donations of Prof. J. Kost, Rev. I. Dunham, of Massachusetts, and Major J. H. Cole, of Adrian. It is amply sufficient for illustrating all the departments of Geology and Mineralogy. Some of the specimens are rare, and all are in good condition.

"The friends of the College are invited to send to the Cabinet and Library such contributions as may add to their completeness and value.

"TERMS AND VACATIONS.

"The Collegiate year is divided into three terms and three vacations. The first term continues sixteen, and each of the others twelve weeks. The first vacation is two weeks, and includes the holidays; the second is one week, and the third or Summer vacation is nine weeks.

"In all the departments, it is of great importance that students enter at the beginning of the term. Students are required to report themselves for registration upon arriving in town.

"PROSPECTS OF THE COLLEGE.

"The prospects of Adrian College were never more full of promise than now. The success of the year past has been, in view of all the circumstances, as complete as the most sanguine friends of the Institution anticipated, and the assurances of a greatly increased attendance during the next year are very encouraging. The aim of the Trustees and Faculty will be to

make the College such as to meet the expectation both of the community in which it is located, and the Church under whose patronage it has been placed.

"The location of the institution with respect to healthfulness, and social and natural surroundings, can be scarcely excelled.

"For either a business or collegiate education, the means and appliances of the Institution are in every way sufficient."

ASA MAHAN,

President.

ADRIAN COLLEGE, Nov. 30, 1868.

REPORT OF THE SECRETARY.

To the HON. O. HOSFORD, *Supt. of Public Instruction:*

DEAR SIR—I have the honor of herewith submitting for your inspection, the annual report of Adrian College, for the year ending June 25, 1868:

INCORPORATION.

This Institution became incorporated under the general college laws of the State, March 22, 1859, and its buildings, so far as they were then available, were opened for the reception of students in the latter part of the same year. It is now under the patronage of the Methodist (formerly the Methodist Protestant) Church, and is the only College formally recognized by the General Conference of that religious body, in the United States.

LOCATION.

The buildings, four in number, are very eligibly situated on a plat of twenty acres of land, just beyond the western corporate limits of the city of Adrian. The site was donated by Hon. L. G. Berry and Dr. D. K. Underwood, and is very well adapted to the purposes to which it is appropriated. Of the four buildings, one is used exclusively for the accommodation of ladies and as a boarding hall, and one for the accommoda-

tion of gentlemen. Each of these has three stories and contains airy and spacious study and lodging rooms, and will accommodate one hundred and twenty students. The two remaining buildings are each two stories; the upper story of the one being a commodious chapel, and that of the other a room devoted to the purpose of a Cabinet. The first floors are used for recitation and society rooms.

[Just as this Report is going to press, Feb. 2d, 1869, we learn that the south building of Adrian College was this morning burned. The loss is estimated at \$20,000, with an insurance of \$8,000. It is probable it will be speedily rebuilt.]

BOARD OF TRUSTEES.

Term Expires, June, 1869.—Hon. F. C. Beaman, Adrian; Rev. R. Rose, Jeffersonville, O.

Term Expires, June, 1870.—Hon. L. G. Berry, Adrian; Rev. J. S. Thrap, Adrian.

Term Expires, June, 1871.—Hon. W. S. Wilcox, Adrian; John Redman, Esq., Pittsburg, Pa.

Term Expires, June, 1872.—Rev. C. Springer, Zanesville, O.; Rev. James Mayall, Princeton, Ills.

Term Expires, June, 1873.—T. J. Finch, Esq., Springfield, O.; John Fordyce, Esq., Cambridge, O.

Term Expires, June, 1874.—Hon. R. R. Beecher, Adrian; John J. Gillespie, Esq., Pittsburg, Pa.

OFFICERS OF THE BOARD OF TRUSTEES.

Hon. R. R. Beecher, *President*; Prof. G. B. McElroy, *Secretary*; John J. Gillespie, *Treasurer*.

EXECUTIVE COMMITTEE.

Rev. R. Rose, Hon. R. R. Beecher, Hon. L. G. Berry, Rev. J. S. Thrap.

Local Treasurer and Financial Agent—G. B. McElroy.

General Agent—Rev. J. S. Thrap.

Board of Visitors.—Christopher T. Bateman, A. M.; Rev. Alex. Clark, A. M.; Rev. E. P. Powell, A. M.

make the College such as to meet the expectation both of the community in which it is located, and the Church under whose patronage it has been placed.

"The location of the institution with respect to healthfulness, and social and natural surroundings, can be scarcely excelled.

"For either a business or collegiate education, the means and appliances of the Institution are in every way sufficient."

ASA MAHAN,

President.

ADRIAN COLLEGE, Nov. 30, 1868.

REPORT OF THE SECRETARY.

To the Hon. O. HOSFORD, *Supt. of Public Instruction:*

DEAR SIR—I have the honor of herewith submitting for your inspection, the annual report of Adrian College, for the year ending June 25, 1868:

INCORPORATION.

This Institution became incorporated under the general college laws of the State, March 22, 1859, and its buildings, so far as they were then available, were opened for the reception of students in the latter part of the same year. It is now under the patronage of the Methodist (formerly the Methodist Protestant) Church, and is the only College formally recognized by the General Conference of that religious body, in the United States.

LOCATION.

The buildings, four in number, are very eligibly situated on a plat of twenty acres of land, just beyond the western corporate limits of the city of Adrian. The site was donated by Hon. L. G. Berry and Dr. D. K. Underwood, and is very well adapted to the purposes to which it is appropriated. Of the four buildings, one is used exclusively for the accommodation of ladies and as a boarding hall, and one for the accommoda-

tion of gentlemen. Each of these has three stories and contains airy and spacious study and lodging rooms, and will accommodate one hundred and twenty students. The two remaining buildings are each two stories; the upper story of the one being a commodious chapel, and that of the other a room devoted to the purpose of a Cabinet. The first floors are used for recitation and society rooms.

[Just as this Report is going to press, Feb. 2d, 1869, we learn that the south building of Adrian College was this morning burned. The loss is estimated at \$20,000, with an insurance of \$8,000. It is probable it will be speedily rebuilt.]

BOARD OF TRUSTEES.

Term Expires, June, 1869.—Hon. F. C. Beaman, Adrian; Rev. R. Rose, Jeffersonville, O.

Term Expires, June, 1870.—Hon. L. G. Berry, Adrian; Rev. J. S. Thrap, Adrian.

Term Expires, June, 1871.—Hon. W. S. Wilcox, Adrian; John Redman, Esq., Pittsburg, Pa.

Term Expires, June, 1872.—Rev. C. Springer, Zanesville, O.; Rev. James Mayall, Princeton, Ills.

Term Expires, June, 1873.—T. J. Finch, Esq., Springfield, O.; John Fordyce, Esq., Cambridge, O.

Term Expires, June, 1874.—Hon. R. R. Beecher, Adrian; John J. Gillespie, Esq., Pittsburg, Pa.

OFFICERS OF THE BOARD OF TRUSTEES.

Hon. R. R. Beecher, *President*; Prof. G. B. McElroy, *Secretary*; John J. Gillespie, *Treasurer*.

EXECUTIVE COMMITTEE.

Rev. R. Rose, Hon. R. R. Beecher, Hon. L. G. Berry, Rev. J. S. Thrap.

Local Treasurer and Financial Agent—G. B. McElroy.

General Agent—Rev. J. S. Thrap.

Board of Visitors.—Christopher T. Bateman, A. M.; Rev. Alex. Clark, A. M.; Rev. E. P. Powell, A. M.

FACULTY.

Rev. A. Mahan, D. D., President, and Professor of Mental and Moral Science; Rev. G. B. McElroy, A. M., Professor of Mathematics and Astronomy; Rev. I. W. McKeever, A. M., Professor of Natural Philosophy and Natural History; A. H. Lowrie, A. M., Professor of History and Political Economy, and Principal of the Preparatory Department; I. W. Cassell, A. B., Professor of the Latin and the Greek Language; ————*, Professor of Chemistry and Geology; Miss Ada A. Alvord, A. B., Principal of the Ladies' Department; J. M. Thomson, Professor of Vocal and Instrumental Music; Miss Sallie E. Rose, Assistant Teacher of Music; Miss Alice Van Slyke, Teacher of Painting; Augustus F. Bruske, Teacher of German.

DEPARTMENTS AND COURSE OF STUDY.

I. PREPARATORY.

While it is the especial aim of this Department to prepare students for the successful prosecution of the course of study adopted in the Collegiate Department, it is also designed to meet the wants of those who, in view of teaching in common schools, or of engaging in general business, require only a good English education. The course of study prescribed embraces the branches usually taught in Academies and the higher grade of public schools.

To enter this Department the applicant, unless by special arrangement with the Faculty, must be at least fourteen years of age; and he must have acquired a good general knowledge of the elementary principles of Arithmetic, English Grammar, Modern Geography, etc. The Department is under the same general supervision as the other Departments of the College, but at the same time, is subject to the immediate control and direction of the Principal.

*Until this Professorship shall be filled, the duties pertaining to it will be distributed among the members of the Faculty

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM,.....	{ English Grammar. Higher Arithmetic. Latin Grammar.
SECOND TERM,.....	{ Analysis of the English Sentence. Higher Arithmetic. Latin Grammar and Reader.
THIRD TERM,.....	{ History of the United States. Higher Arithmetic—reviewed. Greek Grammar. Latin Grammar and Reader.

SECOND YEAR.

FIRST TERM,.....	{ Natural Philosophy. Physical Geography. Greek Grammar and Reader. Cæsar's Commentaries and Latin Grammar.
SECOND TERM,....	{ Elementary Algebra. Greek Grammar and Reader. Cicero's Orations and Latin Grammar.
THIRD TERM,.....	{ Elementary Algebra. Xenophon's Anabasis. Virgil Æneid and Latin Prosody.

Thoroughness in the foregoing course of study, or in one fully its equivalent, is essential to success in the Collegiate Course.

Particular attention is given to those studies that pertain to a knowledge of the English Language, including Reading, Composition and Declamation.

The mode of pronouncing Latin and Greek, commonly known as the Continental system, is used exclusively in the College; and the study of Ancient Geography and History is prosecuted in connection with the reading of Classic Authors.

II. COLLEGE.

Candidates for admission to this Department must furnish testimonials of good moral character, and if from another College, certificates of regular dismission.

There are two distinct courses of instruction, the Classical and Scientific, each continuing through four years. These are

open to both sexes, and when completed, entitle the student to the usual Academic degrees.

Students are admitted to the Freshman Class, in the Classical Course, on having passed a satisfactory examination in the studies of the Preparatory Department, or an equivalent thereto.

The Scientific Course has been established to meet the wants of such students as do not wish to take a full course of Latin and Greek, and embraces a wider range of Mathematics and English branches, together with the French and the German Language.

Most of the studies are recited with the classes in the Classical Course, and the students have similar exercises in Composition, Reading and Declamation, and enjoy like privileges for Lectures and Literary Societies.

Candidates for admission will be examined in the studies of the Preparatory Department, except the Greek Language and the Latin of the second year.

Candidates for advanced standing in either course, in addition to the requirements of the Freshman Class, must be prepared in those studies previously pursued by the class into which they desire admission.

Examinations for admission to any of the classes are conducted with reference to principles, rather than text books. The object is to secure thorough scholarship in the departments of study laid down in the Preparatory Course of the College, rather than to know that a specified number of books have been read.

COURSES OF INSTRUCTION.

FRESHMAN CLASS.

Classical Course.

FIRST TERM.

Livy—Latin Prose Composition.
Xenophon's Anabasis.
University Algebra.

Scientific Course.

FIRST TERM.

Cæsar's Commentaries.
History.
University Algebra.

SECOND TERM.

Cicero de Amicitia et de Senectute.
 Latin Prose Composition.
 Herodotus
 University Algebra.

THIRD TERM.

Cicero de Officiis.
 Homer.
 University Algebra.
 Rhetoric.

SECOND TERM.

Cicero's Orations.
 History.
 University Algebra.

THIRD TERM.

Virgil's *Æneid*.
 History. (Lectures.)
 University Algebra.
 Rhetoric.

SOPHOMORE CLASS.

Classical Course.

FIRST TERM.

English Language and Literature.
 Homer's *Illiad*.
 Greek Prose Composition.
 Geometry.

SECOND TERM.

English Language and Literature.
 Horace.
 Xenophon's *Memorabilia*.

THIRD TERM.

History of Civilization.
 Tacitus—*Germania* and *Agricola*.
 Botany.
 Trigonometry.

Scientific Course.

FIRST TERM.

English Language and Literature.
 French.
 Geometry.

SECOND TERM.

English Language and Literature.
 French.
 Geometry.

THIRD TERM.

History of Civilization.
 French.
 Botany.
 Trigonometry.

JUNIOR CLASS.

Classical Course.

FIRST TERM.

Cicero de *Oratore*.
 Demosthenes de *Corona*.
 Analytical Geometry.
 Mental Philosophy.

SECOND TERM.

Latin and Greek.
 Physics.
 Mental Philosophy.
 Analytical Geometry.

THIRD TERM.

Latin and Greek.
 Political Economy.
 Physics.
 Geology.

Scientific Course.

FIRST TERM.

German.
 French.
 Analytical Geometry.
 Mental Philosophy.

SECOND TERM.

German.
 Physics.
 Mental Philosophy.
 Analytical Geometry.

THIRD TERM.

Differential Calculus.
 Political Economy.
 Physics.
 Geology.

SENIOR CLASS.

Classical Course.

FIRST TERM.

Latin and Greek.
Chemistry.
Anatomy and Physiology.
Moral Philosophy.

SECOND TERM.

Astronomy.
Zoology.
Constitutional and International
Law.
Logic.

THIRD TERM.

Astronomy.
Natural Theology.
History of Philosophy.

Scientific Course.

FIRST TERM.

Integral Calculus.
Chemistry.
Anatomy and Physiology.
Moral Philosophy.

SECOND TERM.

Astronomy.
Zoology.
Constitutional and International Law.
Logic.

THIRD TERM.

Astronomy.
Natural Theology.
History of Philosophy.

III. MUSIC.

As music is now considered an essential part of a polite education, conducive to social enjoyment and promotive of mental improvement, the Trustees have instituted a department of Music, under the direction of Professor Thomson, late from Europe, and Miss Sallie E. Rose, a former pupil of Zundel and Bassini. Under their care pupils will receive the most thorough instruction in the theory and practice of music—vocal as well as instrumental. To those wishing to make the study of music a specialty, in view of becoming accredited teachers, the institution offers advantages which are to be found in few Colleges in the country.

The following course, it is supposed, will ordinarily occupy about four years, yet students who have the ability to do so will be allowed to finish it in less time, and when successfully completed, will entitle the student to a diploma.

Pupils will be graded according to their advancement, and will have the advantage of being taught to perform music arranged for four, eight and twelve hands, after the system so long and successfully followed at the Conservatoire of Music, Paris, and at the Royal Academy of Music, London.

COURSE OF INSTRUCTION.

FIRST GRADE.

Vocal.—Bassini's Method for the Young Voice.

Instrumental.—Piano—Richardson's New Method. Organ—Getz's Organ School.

Theory.—Burrow's Primer.

SECOND GRADE.

Vocal.—Concone's Method.

Instrumental.—Piano—Bertini's Studies and Czerny's Velocity. Organ—Schneider's Organ School.

Theory.—Rink's Thorough Bass.

THIRD GRADE.

Vocal.—Lablache's Vocal Exercises.

Instrumental.—Piano—Cramer's Studies and Heller's Preludes. Organ—Zundel's Organ School.

Theory.—Zundel's Harmony and Modulation.

FOURTH GRADE.

Vocal.—Bassini's Art of Singing.

Instrumental.—Piano—Bach's Fugues and Moschelle's Studies. Organ—Rink's Organ School.

Theory.—Albrechtsberger's Counterpoint and Fugue.

Lessons on the Guitar will be given to those who desire it. Pupils will be given such pieces from time to time as will best secure the most rapid advancement in execution, and will in the greatest degree cultivate the musical taste.

PAINTING AND DRAWING.

In this department the object will be, not only to give the student a full and distinct understanding of those scientific principles which underlie the arts of Painting and Drawing, but also to develop and cultivate a taste for, and ready perception of, the beautiful, wherever exhibited, that will promote the formation of a style both correct and pleasing. Students will be expected to commence and complete the work exhibited as theirs—the teacher will interfere with pencil or brush no further than is absolutely necessary to the progress of the pupil. The painting or drawing of a few pictures to ornament the walls of home-parlors, which are proofs of the skill and genius of the

instructor, rather than evidences of the taste, skill and progress of the pupil, will not be allowed to usurp the place of critical and thorough study of principles and their personal application by the student in the use of pencil and brush.

SUMMARY OF CLASSES.

Seniors, 7; Juniors, 6; Sophomores, 15; Freshmen, 8; pursuing Select Studies, 41; Preparatory, second year, 26; Preparatory, first year, 129; Department of Music, 37; students of Music not classed in any other Department, 11; Ladies, 95; Gentlemen, 147; attendance during the year, 242.

EXPENSES.

Tuition for the first term,	\$ 8 00
Tuition for the second term,	6 00
Tuition for the third term,	5 00
Incidental expenses per term,	4 00
Lessons on the Piano Forte, per term of 20 lessons,	10 00
Use of the Piano, two sessions per day, per term,	3 00
Use of the Piano, four sessions per day, per term,	6 00
Lessons on the Melodeon, per term,	10 00
Use of the Melodeon or Organ, two sessions per day,	3 00
Vocal Music, private lessons, per term,	10 00
Vocal Music, class instruction, per course of 20 lessons,	1 50
Pencil Drawing, per term,	5 00
Painting, in Oil Colors, per term,	10 00

A Matriculation Fee of five dollars will be required of each student on first entering any of the College classes. This charge is made only once during the course of instruction, and will apply for the ensuing year to all students in the College classes who have not yet paid it.

The College Hall contains study and lodging rooms for the students. The rooms in the Ladies' Hall are furnished with stoves, tables, bedsteads and chairs. Gentlemen provide the furniture for their own rooms. All students provide their own bedding and bed-clothing. The rooms are high, commodious, well-ventilated, and each adapted to the accommodation of two students, comprising, as they do, a sitting-room with bed-room attached. Room rent per term for each student, from \$2 50 to \$5 00.

Students occupying rooms in either of the Halls are responsible for all damage to the same, ordinary wear and tear excepted.

Board during the current year ranged from \$2 75 to \$3 50 per week, and will hereafter depend upon the changes that occur in the prices of necessary supplies. It is the purpose of those having charge of the Hall to keep the price of board as low as circumstances will justify, in order to cover actual expenses.

Fuel can be obtained, delivered at the College, at prices varying from \$4 to \$5 per cord.

Respectfully submitted.

G. B. McELROY,

Secretary.

REPORT OF VISITORS.

Hon. O. HOSFORD, *Supt. of Public Instruction*:

The committee of Visitors appointed by you to visit and report upon the condition of Adrian College, submit the following:

The committee were not able to attend all the regular examinations, but such as were heard were very satisfactory indeed. Adrian College is beautifully situated about one-half mile west of the city of Adrian, in a very healthy locality. The buildings, although all of them are not yet completed, are fine, substantial brick structures, furnishing abundant room and good accommodations. A boarding hall is connected with the institution, where board can be had at a very reasonable rate. All students who wish, can obtain rooms in the dormitories. The moral influence of the College is of the very highest character. Great care is taken in this respect, and the abundant Christian labors of the past year have been blessed with a large number of conversions.

After the disturbed year of 1866 and 1867, during which the College changed hands from the Wesleyans to the Methodists—

a year of depression for the College and all its interests—prosperity now seems to dawn upon it more propitiously than ever. About 130 students were present during the last term. The attendance during the year was 242; average during each term, 155. Of this number, 36 were in the College Course proper; the remainder were in the Preparatory and Elective course. The Faculty consists of ten instructors, nine of whom were present. A very fine cabinet, consisting mainly of geological specimens, is connected with the institution.

In the examination of classes the committee noted the following: In Tacitus the class gave some very good translations. They were generally quite true to the original, but there seemed to be with some, a lack in construction and ability to show grammatical relations. Upon the whole, however, the class acquitted itself very creditably. The class in Natural Theology showed that close application and much thought had been given to the subject. The class in Mathematical Astronomy did honor to itself and its teacher. The committee also heard spirited and well conducted examinations in German, Music, French and Elocution. It might be well to say, in this connection, that the College has adopted a complete course in music, and two young ladies had just completed the course. They were the first who had graduated in this department. Generally speaking, the committee do not hesitate to say that the examinations and graduating exercises were very creditable to all concerned. The greatest need of the College at present is a larger income, but the prospect is gradually growing brighter, and we predict for it an honorable and useful future.

We should take a noble pride in our educational institutions. The people should rally to their support with liberal hands and willing hearts. They are the barometers that show how the nation rises or falls in its onward progress.

C. T. BATEMAN,

S. P. POWELL,

Visitors.

ALBION COLLEGE.

PRESIDENT'S REPORT.

HON. ORAMEL HOSFORD, *Supt. of Public Instruction:*

The past collegiate year, ending with June 18, 1868, was one of fair prosperity to Albion College. The following summary shows the number and classification of the students:

Seniors,.....	3
Juniors,.....	15
Sophomores,.....	22
Freshmen,.....	40
Collegiate,.....	80
Fine Arts and Music,.....	27
Preparatory,.....	178
	285
Counted twice,.....	22
Whole number for Collegiate year,.....	263

Of the above Collegiate students there are—

Ladies,.....	42
Gentlemen,.....	38
	80
Preparatory students:	
Ladies,.....	93
Gentlemen,.....	90
	183
	263

The attendance by terms was:

Fall term,.....	194
Winter term,.....	167
Spring term,.....	134
Total by terms,.....	495

The institution is under the patronage of the Michigan and Detroit Annual Conferences of the Methodist Episcopal Church. They elect the Board of Trustees. The officers of the Board are: Jas. W. Sheldon, Esq., Albion, President; Rev. Wm. H. Brockway, Albion, 1st Vice President; S. W. Walker, Esq., Detroit; 2d Vice President; Geo. B. Jocelyn, Albion, Secretary; Rev. A. M. Fitch, Albion, Treasurer; and Rev. M. A. Dougherty, Financial Agent.

The Board of Instruction is as follows:

Geo. B. Jocelyn, President, and Professor of Mental and Moral Science.

Rev. W. H. Perrine, A. M., Professor of Natural Science and Fine Arts.

Wm. H. Shelley, A. M., Professor of Latin Language and Literature.

Rev. John McEldowney, A. M., D. D., Professor of Greek Language and Literature.

Miss Rachel Carney, M. S., Preceptress, and Professor of Modern Languages.

Miss Sallie A. Rullison, B. S., Professor of Mathematics.

Miss Kate A. Jocelyn, teacher of Instrumental Music.

Henry C. Northrup, teacher of Phonography.

Fay C. Pierson and William Harper, assistant teachers in Preparatory Department.

Mrs. Maria H. Cushman, Stewardess.

The regular Courses of Study are two—the Classical and Scientific—each occupying four full years in addition to the Preparatory Course of two or more years. There is no “Ladies’ Course.” The ladies and gentlemen pursue the same Course and receive the same Degrees. These Courses of Study embrace as thorough a knowledge of Latin, Greek, French, German and English Languages, History, Belles-Lettres, Natural Science, Mathematics, Philosophy, &c., as the Courses of our best Colleges. They have not been materially altered since my last report.

In financial matters the conditions and prospects of the College are good. The Endowment Fund now reaches about \$90,000, on \$50,000 of which interest is being received. There is a debt of \$12,000—secured by mortgage—which is being provided for in conditional subscriptions, to be paid when enough is pledged to cancel the debt. This will, doubtless, be done the coming year.

The receipts the last year were as follows:

From Interest,.....	\$4,051 02
“ Rents, Incidentals, Fees, &c.....	2,387 00
“ Cash Contributions on Current Expenses,...	3,587 22
“ Loan,.....	10,000 00
Total,.....	<u>\$20,025 24</u>

Of this amount, \$5,215 50 were paid the Board of Instruction. The balance, save \$9 91—in Treasury—was used in paying floating debts, Agent's salary, incidentals, repairs, &c.

During the coming year it is designed to repair and improve the buildings. Among the improvements will be a new style roof, cornice, verandah, &c., to the centre building, the completion of a commodious and beautiful chapel in the south building, and new rooms for the Cabinet and Art Gallery. Already the old Chapel in the north building is being fitted up for the Literary Societies, in two suites of rooms. Each suite has an Audience room 48x22 feet, 16 feet high, and a Library room 22x21 feet, same height of ceiling. The Eclectic and Atheniædes Societies will occupy and furnish the north suite, and the Erosophian Society, (formed by a union of the Clever Fellows' and Clever Girls' Societies,) will occupy and furnish the south suite. *

Prof. A. Winchell, of the State University, during the coming year will place in the College a fine Cabinet of Specimens for illustrating Geology and Mineralogy; a generous donation, which, it is hoped, will be imitated by other friends of the Institution. The Cabinet of Rev. Mr. Burnham, and the Astronomical instruments and Library of Rev. D. C. Jacokes will add much to the Department of Natural Science, but they are not available until \$100,000 endowment have been raised for the College.

The work of endowment is being vigorously prosecuted, and will not cease until the Institution is amply provided for. It is the design of the Board to request the appointment of an En-

*These are now—Dec. 10—in use by the Societies, and a portion of the work on the centre building is completed.

dowment Agent in each of the patronizing Conferences, so that the whole territory may be speedily and thoroughly canvassed; also, the appointment of a Conference Trustee to superintend the collecting of the outstanding Endowment notes, that the proceeds thereof may be paid to the Endowment Fund Committee for investment.* The friends of the College are desirous that its endowment may be ample and securely and profitably invested, so that Albion College may be able to accomplish all its most sanguine friends desire, in the department of Christian Education.

GEO. B. JOCELYN,
President of Albion College.

December, 1868.

KALAMAZOO COLLEGE.

REPORT OF THE TRUSTEES.

To the Hon. ORAMEL HOSFORD, *Supt. of Public Instruction:*

SIR—Owing to the temporary absence of President Brooks, it becomes the duty of the undersigned to present a report of the condition of Kalamazoo College.

As the leading facts in the history of the Institution were fully presented in the annual reports of 1863 and 1864, it does not seem needful now to enter again upon them.

The vacancy in the Presidency of the College, occasioned by the resignation of Rev. J. M. Gregory, L. L. D., in April, 1867, continued until September last, when the Trustees unanimously made choice of Rev. Kendall Brooks, D.D., of Philadelphia. Dr. Brooks has accepted the appointment, and has entered on the duties of the office. He has, during all of his professional life, been deeply interested in the work of popular education, and

*In accordance with this request, in September last the Michigan Conference appointed Rev. D. F. Barnes, Endowment Agent, and J. W. Sheldon, Esq., of Albion, Conference Trustee; the Detroit Conference appointed Rev. Seth Reed, of Ann Arbor, Endowment Agent, and David Preston, Esq., of Detroit, Conference Trustee.

the friends of the College are permitted to feel that his accession to the Presidency affords to the Institution a promise of greatly extended usefulness.

Miss H. P. Dodge, of Massachusetts, an instructor of singular power and enlarged culture and experience, has been appointed Principal of the Female Department.

Professor Daniel Putnam has resigned his connection with the College, and has accepted an appointment at the Normal School.

The number of students during the term now approaching a close, has been as follows: males, 62; females, 40; total, 102. We are not able at this moment to state the exact number of pupils during the past year.

It has of late become increasingly evident to the friends of the College, that its endowment was quite inadequate to its support, and an effort is now making to add the sum of \$50,000 to its permanent funds. It is thought that this increase, with the avails from tuition, will enable the institution to proceed, (though upon a limited scale,) without contracting any debt. And it is believed that the friends of education will from time to time add to the endowment such further means as will enable the College to fulfill all the hopes of usefulness entertained in its behalf by its founders.

The library has, during the past year, received very valuable accessions, and is now an important means of education. The three literary societies of the under-graduates have each shown a most commendable enterprise in improving their rooms and enlarging their libraries, expending upon them in all, a sum of between one and two thousand dollars.

The geological cabinet of the College is of fair extent, though its value is very much lessened from the fact that the specimens are not labeled. The apparatus of the institution is very defective. As soon as the endowment shall have provided for the College the means of continued existence, it will become the imperative duty of those having it in charge to devise plans for

greatly enlarging and improving the means of illustrating the physical sciences.

The Faculty of the College is as follows:

Kendall Brooks, D. D., President and Professor of Mathematics.

Silas Bailey, D.D., Professor of Moral and Intellectual Philosophy.

H. L. Wayland, A. M., Professor of Rhetoric and Logic, and Instructor in Greek.

J. A. Clark, A. M., Professor of Latin.

Miss H. P. Dodge, Principal of the Female College, and Professor of English Literature.

Mrs. Martha L. Osborne, Professor of Modern Languages.

Miss M. H. Blakeslee, Instructor in Music.

Miss E. D. Wood, Instructor in Drawing and Painting.

It will be the design of the Trustees to appoint additional instructors as soon as the income will justify this step.

The Board, the Faculty, and the friends of the College, close another year of its history, profoundly grateful to God for all His many interpositions in its behalf, and commending anew its interests to His continued care, and to the confidence and aid of the friends of Christian education in Michigan.

SILAS BAILEY,

President of the Board of Trustees.

H. L. WAYLAND, *Sec'y of the Board.*

OLIVET COLLEGE.

REPORT OF THE PRESIDENT.

HON. O. HOSFORD, *Supt. of Public Instruction:*

SIR—The Trustees submit the following annual report of the progress and present condition of Olivet College:

The year, in nearly every particular, has been one of gratifying success. The advancement shown in the increased number of students, in the progress of the work upon the new "Hall,"

and in the increase of the endowment fund, has its counterpart in events of a character less noticeable, perhaps, but not less vital to the well-being and reputation of the institution.

In their care for the intellectual interests of the students, it has been the aim of the instructors to extend the courses of study and raise the standard of scholarship. To attain these ends, the various courses have been carefully revised and improved; the most important change in this respect being the addition of a fourth year to the course in the Scientific Department. The standard of admission to the English course has also been considerably raised; but while for this reason the numbers in this department are somewhat less than the previous year, the higher departments show a considerable increase. At the recent commencement, a class of ten, including four ladies, was graduated, four of whom are candidates for the ministry. And from the present size of the Senior Preparatory Class, it is expected the next Freshmen class will number about twenty.

The Rhetorical Department the past year has been under the care of Rev. H. O. Ladd, who having been called by the church in January last to become their pastor, accepted an invitation to become instructor in the College. At the last Commencement, R. C. Kedzie, M. D., of Lansing, was also added to the Faculty, as Lecturer on Chemistry, and has recently entered upon his duties. President Morrison, who has been spending several months in Europe, on leave of absence granted him by the Trustees, has just returned to resume his duties in the College.

The efforts made for raising a permanent Endowment Fund have met with flattering success. About a year ago, a gentleman of New York, who had already given nearly \$2,500, signified to the President his purpose of bestowing on the College, including his former gifts, the sum of \$25,000, the condition being specified that the people of Michigan should, previous to January, 1869, add to the permanent funds of the College the further sum of \$40,000. These conditions have been complied with, the agent having already secured the entire amount, of

which \$20,000 was given by Mr. Manning Rutan, of Greenville, for the endowment of the Professorship of Latin. Another gentleman in New York city, having previously intimated the purpose of giving \$10,000 for the permanent endowment of a Professorship, has paid in \$1,000, to which a gentleman of Ohio has added \$1,000 more. S. F. Drury, Esq., of Olivet, whose gifts to the Institution have been frequent, has also lately given \$500 as the endowment of a Prize Fund, the proceeds to be distributed in prizes for excellence in composition and oratory. The donations to the Building Fund have been comparatively small. At the recent Commencement, however, two well known benefactors of the College gave \$2,000, for the purpose of putting a Mansard roof upon the Ladies' Hall, and the improvement is already completed. A like sum has been subscribed during the year for the new dormitory, which is now nearly enclosed, and it is expected that by the next Commencement this building, which is so much needed for the increasing number of students, will be complete in every part, and ready for dedication.

The library, which now numbers over 8,500 volumes, has been increased by about 900 volumes, nearly all by donation, of which Mrs. J. A. Albro, widow of the late Rev. Dr. Albro, of Cambridge, Mass., gave over 500 volumes.

The present resources of the College are estimated as follows:

Real estate, including lands and College buildings,	\$75,000 00
Libraries and apparatus,.....	7,000 00
Permanent funds, including scholarships and invested funds,.....	100,000 00
Total,.....	<u>\$182 000 00</u>

The College still grants gratuitous instruction to worthy young men in preparation for the Christian ministry, and by the continued liberality of C. Delano Wood, Esq., of New York, six of our students, in preparation for the same sacred office,

are receiving aid to the amount of \$1,300 in the aggregate annually. In addition to the assistance given by the American Education Society, and the Board of Education of the Presbyterian Church, the Education Society of the Marshall Association of Congregational Churches, gives further assistance to students connected with Churches within the limits of the Association. These means of assistance draw to the College not a few young men, who though in indigent circumstances, can here obtain their mental furnishing, to go forth to the waste places of the West, to mould society for Christ. And, while the instructors seek to impart thorough mental discipline, and aim at a still higher standard, believing that next to a warm Christian love, our country needs sound scholarships and broad culture, they make the religious welfare of the students of prime importance.

To all the efforts that have been so successfully made the past year to increase the usefulness of the institution and extend its reputation, God has set His seal. Faithful to the frequent indications that this is His own work, He who has so greatly enlarged our material resources, has not withheld the sanctifying and saving influence of the Holy Spirit. Scarcely any year in the history of the institution has been more blessed or more productive of good in this respect, than has been the last; and rarely has God more signally manifested His nearness to any people. Beginning in the College, and soon after the week of prayer, the revival soon extended to the village and the neighborhoods around. Scarcely a student was not deeply moved, and scores responded to the Saviour's call, and for the first time yielded their hearts to Him. While thus some of the best talent of the school has been consecrated to Christ, the effect of this work of grace in increasing the cordial confidence and mutual good will between Faculty and students, and between both and the citizens, as well as in turning the hearts of the people more than ever to Olivet, cannot be over-estimated.

It is the *work* that Olivet College is doing for this State, and to some extent for the whole West—it is these constant mani-

festations by the favor of God in spiritual blessings, that have sustained those who have labored here under embarrassments that otherwise would have been completely disheartening. But while by the benevolence and self-sacrifice of Christian men and women, the institution has been brought out of great straits and made to occupy a more extended field of influence, the increasing number of students demands more buildings and an enlargement of the corps of instructors. We would therefore respectfully suggest whether it would not be well for the State to devise liberal things for this and the other Colleges to which it has given charters, and from which it receives such a strong moral power.

The officers of the College at the present time are as follows:

BOARD OF TRUSTEES.

Rev. Nathan J. Morrison, D. D., President; Rev. Henry Bates, Canton, Ill.; Rev. James S. Hoyt, Port Huron; Rev. Calvin Clark, Marshall; Newell Avery, Esq., Detroit; Rev. Herbert A. Reed, Marshall; Rev. J. L. Patton, Greenville; Hon. Oramel Hosford, Olivet; Samuel F. Drury, Esq., Olivet; Rev. Thomas Jones, Augusta; Rev. Philo R. Hurd, Romeo; Hon. James B. Porter, Lansing; Rev. Sereno W. Streeter, Union City; Homer O. Hitchcock, M. D., Kalamazoo; Fitz L. Reed, Esq., Olivet; Philo Parsons, Esq., Detroit; Hon. Albertus L. Green, Olivet; Rev. Addison Ballard, D. D., Detroit; Hon. Willard Davis, Vermontville; Franklin Moore, Esq., Detroit; Rev. William Hogarth, D. D., Detroit; Rev. Wolcott B. Williams, Charlotte; Rev. Jesse W. Hough, Jackson; Latham Hull, Esq., Kalamazoo; M. S. Sweet, Esq., Grand Rapids.

EXECUTIVE COMMITTEE.

S. F. Drury, Chairman; A. L. Green, N. J. Morrison, P. Parsons, O. Hosford, F. L. Reed.

Rev. George P. Kimball, A. M., General Agent.

George W. Keyes, Esq., Secretary and Treasurer.

FACULTY.

Rev. Nathan J. Morrison, D. D., President, and Drury Professor of Moral Philosophy.

Rev. Oramel Hosford, A. M., Professor of Mathematics and Natural Philosophy.

Rev. John M. Barrows, A. M., Professor of Botany and Geology.

R. C. Kedzie, A. M., M. D., Lecturer on Chemistry and Anatomy.

John H. Hewitt, A. M., Rutan Professor of the Latin Language and Literature.

Joseph L. Daniels, A. M., Professor of the Greek Language and Literature.

Alexander B. Brown, A. B., Professor of Vocal and Instrumental Music.

Rev. H. O. Ladd, A. M., Instructor in Rhetoric and Mental Science.

Merritt Moore, Principal of the Preparatory Department and Instructor in Mathematics.

Edward S. Elmer, A. B., Instructor in the Ancient Languages.

Miss Henrietta P. Dennis, Principal of the Ladies' Department and Instructor in French.

———, Instructor in Drawing and Painting.

Miss Anna M. Benedict, Assistant Teacher in the Preparatory Department.

Miss L. A. Willard, Assistant Teacher of the Piano.

Respectfully submitted, in behalf of the Trustees.

JNO. H. HEWITT.

OLIVET COLLEGE, Jan. 1, 1869.

REPORT OF VISITOR PATTON.

Prof. O. Hosford, *Supt. Public Instruction*:

The undersigned, members of the Board of Examiners, appointed by the Superintendent of Public Instruction, for Olivet College, for college year, ending June, 1868, beg leave to report:

Your committee are fully persuaded that the friends of liberal education have done well to foster Olivet College. By their liberality, it is now placed upon a sure financial basis. The discipline exercised, the efficiency, and self-denying zeal of the President and corps of instructors, together with the high standard, both of morals and of scholarships found there, promise well for the usefulness of the College. The examinations of the various classes, during the late anniversary exercises, were regarded by the examiners as highly creditable to all concerned, evincing careful thorough teaching and successful study.

After such examination as they have been able to make, the examiners do most heartily commend Olivet College to the fostering care and patronage of the people of the State.

Respectfully,

JAMES L. PATTON.

REPORT OF VISITOR TUTHILL.

ST. JOHNS, MICH., NOV. 20, 1868.

PROF. O. HOSFORD, *Supt. of Public Instruction*:

DEAR SIR—The Committee appointed to attend the examinations of the Classes at Olivet College for 1868, would report:

That they attended the Examinations preceding Commencement of this year. As the classes in the Preparatory, Ladies' and Collegiate Courses are numerous, and the members of the Committee present only two, it is impossible for them to report as thoroughly as they could wish. But so far as they heard, they heard with pleasure. Most of the classes showed a good knowledge of the studies pursued—some of them a very thorough acquaintance with them. The classes in Geometry and Conic Sections were very ready and rapid in their demonstrations. The Greek pupils, though few, comparatively, gave evidence of the scholarly instruction they had received from the three teachers of Greek. As the weather was intensely hot, and the hours of examination many, and some of the recitations

remarkably quiet—the pupils alone telling what they knew, and the Professors seeming to feel that their time for communicating knowledge on the special topics was at the recitation hours of the term—it is to the credit of the classes that they succeeded uniformly in keeping Examiners and other auditors awake. The public speaking on the various occasions of the week disclosed the fact that there had been faithful training on the part of the instructors. The public reading by the young ladies, and the elocution of the young men, were, in the judgment of the committee, unusually excellent. As it was the first visit of the attending members of the Examining Committee at Olivet, they cannot speak of the progress of the Institution, but they were impressed with the thought that there is no better place in the State for the moral and intellectual training of our youth, that while there is a want in advantages for instruction in science, there are teachers here that are all that our youth need, to discipline them in earnest thinking and severe study, and to incite them to a worthy life-course.

Very Respectfully,

GEO. M. TUTTILL.

FEMALE COLLEGE.

VISITORS' REPORT.

HON. O. HOSFORD, *Supt. of Public Instruction:*

The annual examinations at the Michigan Female College were attended by the appointed State committee, and the committee are agreed in reporting they found that school a stirring and resolute institution of learning. The Principal and teachers have been in their places, and at their work, during the entire school year, and the examinations the committee witnessed at the close of the year, were proof that their labor had been systematic and successful. And while teaching had been more successful in some classes than in others, and

with some members of classes, it would be invidious, and perhaps unjust, to present any special selection, where all had been drilled with equal care, and where each, with a few exceptions, had labored with equal diligence.

This College furnishes instruction in all the branches taught in similar institutions, and it teaches with a skill and thoroughness worthy a more extended patronage. No student is permitted to graduate without completing the entire college course, or taking something fully compensative. This arrangement is intelligent and just; it looks like life, and merits success.

The committee would assure the friends and supporters of this school for young ladies, they need not fear it will fail, if intelligent persistence can sustain it, and we are the more hopeful in this respect, from the thoroughness of instruction given in the heavier studies. For example, in the higher Mathematics, in Moral Philosophy, in Political Economy, and in Butler's Analogy. The young ladies were trained in these studies as if they possessed the brain of manhood.

In submitting their report, the committee feel they can recommend the Michigan Female College to the patronage of parents and guardians of the young ladies of the State, and of the country.

Respectfully submitted.

GEO. H. HICKOX,
Chairman Committee.

SUNDAY SCHOOL MISSIONS.

REPORT OF THE SUPERINTENDENT.

HON. O. HOSFORD, *Supt. of Public Instruction:*

DEAR SIR—I am happy to report to you the hopeful condition of the Sunday School interests in Michigan. This appears, among other things, from the general favor the Sunday School meets with from all classes of citizens—the multiplication of conventions and teachers' institutes to promote the further extension of this good work among the people, as well as to

increase the efficiency of those faithful laborers already engaged in it. Other signs of progress are seen in the new manuals issued to aid in the more successful management and instruction of Sunday Schools, and in the enterprise and improvement manifest in the literature provided for them, and also in the beautiful mission chapels which the hand of a wise benevolence is rearing in our cities and larger towns for the benefit of neglected children and youth. Most encouraging are the examples of success which have crowned these efforts.

While these things are so, we do not shut our eyes to the fact that the Sunday School is yet, like those it aims especially to reach, in the childhood of its growth, requiring still the best thoughts and counsels of all good men to perfect its organization and usefulness. We must aim to make the Sunday School equal to the best daily public school in point of efficient organization and systematic instruction, looking to regular advancement by a well defined course of study of the sacred scriptures.

The American Sunday School Union has seven permanent missionaries in Michigan, employed in planting and sustaining Sunday Schools in the new and neglected portions of the State. The counties lying north of the Detroit and Milwaukee Railroad receive more especial attention. A hundred or more Schools are organized annually, many of them in places where they had never existed before. Hundreds of dollars in Bibles and Testaments, Sunday School libraries, papers, &c., are given to these Schools every year. Many of the people in our new settlements are very poor, and many of these settlements are found without any form of Christian instruction, and some of them with scarcely a vestige of moral influence. To illustrate these points, allow me to adduce a few facts from the reports of the Sunday School missionaries.

A woman who had two little boys, ages six and four, when she heard that they were to have a Sunday School in their region, took the last flour bag she had and made each of them a pair of pants, and led them to the school, some three miles distant. One man, the value of whose household goods may

perhaps reach the sum of ten dollars, proposes to procure five dollars' worth of Sunday School requisites, if he has any money left after buying a cow. He has already ten dollars invested in his school. In one place boys and girls were found, twelve or more years of age, who had never heard a prayer, until the Sunday School missionary went among them. In another district, where a school-house had been built, the teacher employed opened the first session of the school with singing and prayer. A little girl, seven years old, ran home exclaiming, "Mother, mother, we've got the strangest school-ma'am I ever see or heard on; she sings songs and speaks pieces in school, and the fun of it is, she gets right down on her knees to speak her piece!" In one instance, the missionary, after traveling thirty-five miles without seeing a house, finally came to a settlement of nine or ten families, where for want of a school-house, he organized a Sunday School in a little log dwelling with no floor or window, only as the woman had cut a hole through the logs and put in a small picture frame. "So we had one window and one light of glass, but fortunately the roof was very open, and we had plenty of sky-light. This was six months ago, and now the settlement has grown to thirty families, and the Sunday School to sixty children."

In this manner our missions penetrate into the remote districts of the wilderness, gather the little flocks of young and old together, build for them folds, and provide faithful shepherds to watch after their welfare and furnish them needful supplies, until society shall take on a permanent and independent form of organization. Thus we are endeavoring to take hold with you, in laying the foundations of a virtuous and intelligent citizenship in the State of our adoption, and trust that our labors may prove the truth of the saying, that the Sunday School is the Evangelist of the District School.

Very truly yours,

THOS. WRIGHT,

Supt. S. S. Missions in Michigan.

STATE AGRICULTURAL COLLEGE.

REPORT OF THE PRESIDENT.

STATE AGRICULTURAL COLLEGE,
December, 1, 1868. }HON. O. HOSFORD, *Supt. of Public Instruction:*

DEAR SIR—The College has just closed a prosperous year.

The Faculty remained unchanged until near the close of the year, when A. N. Prentiss, the Professor of Botany and Horticulture, a graduate of this Institution, whose management of the Horticultural department and of his professorship was eminently successful, resigned, to take a similar place in the Cornell University. Will W. Tracy, a graduate, has been appointed instructor of Horticulture, and the management of the Gardens committed to his charge. Albert J. Cook, a graduate of 1862, has been appointed Professor of Zoölogy and Entomology. He availed himself of last winter's vacation to put himself under the instruction of Agassiz, and Oliver Wendell Holmes; and this winter enjoys the rare advantages of instruction in Entomology, of the German Naturalist, Hagen, and in Zoölogy, of Agassiz.

The Faculty now consists of a President, a Professor of Practical Agriculture and Animal Physiology, a Professor of Agricultural Chemistry, a Professor of Botany and Horticulture, (to be appointed,) the Secretary, a Professor of English Literature, a Professor of Zoölogy and Entomology, and an Instructor in Horticulture.

The College authorities hope for the time when other professorships, such as Geology, Meteorology, Veterinary, Industrial Drawing, and of the sciences, shall be filled by men who can devote their entire time to our limited field of study, and aid in the advancement of it.

STUDENTS.

The number of students has been 82, with an average attendance of 80. This average does not take into account short absences of actual students granted by the Faculty.

This small number of students is thrown out as a reproach to the College, both at home and abroad. Perhaps it would be matter of still greater reproach to the College or the State, whichever is to blame for the fact, that the Institution has but nineteen rooms for the accommodation of students. Ten of these rooms are about 19 by 13 feet in size, and nine are about 14 by 14 feet in size. Not one of these rooms has a bed-room off it, and no one has more than one closet, and no closet is so much as two feet deep. Three additional rooms in the College Hall are given up to students, while in order to do this, the museum is left without a work-room, and objects intended for the museums of Horticultural and other departments are left unclaimed by the departments, because students fill the rooms that are needed for them.

As early as Dec. 7, 1858, (ten years ago,) the President of the College writes, "In the present boarding hall four students are placed in each room together; an arrangement at war with every scientific truth, and with all the natural laws we inculcate relative to the preservation of health." No new hall has been erected, and the practice still continues of putting three, and often four, into one room.

Other States are doing better, and through liberal State appropriations, are enabling the Agricultural Colleges to take all qualified students that apply, leaving Michigan, which in number of students might rank with the best of them, far in the background, for want of dormitorial accommodations. For several years the College has had to reject many applicants for this single lack of room.

The students of 1868 came from 26 different counties of the State, six were from without the State, all but two having gained admission into the College before the necessity of dis-

couraging such applications was so manifest. Applications for admission from other States are numerous.

There have been in the Senior Class, 10; Juniors, 13; Sophomores, 23; and Freshmen, 34. There has been no Preparatory Class the past year, and no students in the Select Course.

The average ages of the students was, as given in on entering, as follows: Seniors, 21 6-10; Juniors, 20 4-10; Sophomores, 20 4-10; and Freshmen, 18 8-10. It will be seen that the students are of sufficient age to have considerable maturity of mind. They have proved students of the most desirable character. The Michigan Teacher for December, 1868, correctly describes them: "There has been no unruly conduct, no rowdyish noises or pranks, or occasion for discipline for any such conduct during the entire year. The students have had free and unwatched access at all times to the ripening grapes, muskmelons, water-melons and other fruits, and no instance of meddling with them has been known."

Of the eighty-two in attendance, sixty were the sons of farmers, and forty-seven were teaching, or at work during the winter of 1867-8, to gain means to half pay their expenses at the College; sixteen spent the same winter in school. The ten Seniors were graduated at the close of the year.

GRADUATES.

The Agricultural College was empowered to grant degrees in 1861. At that time the course of study was enlarged from two years to four, depriving the College of one class—the Sophomore.

The remaining seven years have graduated thirty-four students, ten of whom received their diplomas at the last Commencement. The occupations that will be chosen by these last graduates are not yet known.

Of the twenty-four graduates of years preceding the present, eight are farmers, and another owns a farm which he is clearing from his earnings as a teacher, and which he expects to work himself. Four graduates are instructors in Agricultural Col-

leges; one as professor of Agriculture in Madison University, one as professor of Botany in Cornell University, one as professor of Zoölogy and Entomology, and the fourth as instructor in Horticulture in this College. A fifth was for four years a professor in this institution, but is now engaged in other pursuits. One graduate is a machinist, one a surveyor, two died in the United States service, and the remaining five are engaged in teaching, or other callings not considered industrial. Three of the graduates named as professors or instructors have charge of farms, gardens, teams, implements and labor, and could properly be classed as farmers.

It is, perhaps, too soon to draw any general conclusion as to whether an Agricultural College is more likely to return its graduates to industrial callings, than other institutions are. But the above statement is made in reply to frequent inquiries, and as at least a sufficient answer to those who affirm that not three in a hundred of those who graduate from such Colleges will ever work on a farm, or betake themselves to industrial callings. It may be better to watch and record results, than to theorize about the matter. It has been no doubt honestly doubted, whether the College, with all its advantages, will fit a man for his duties as a practical farmer any better than ordinary labor on an ordinary farm. But the case is not an anomaly. The writer of this report has several times been applied to for advice, by young men desirous of preparing themselves for the practice of law. They say they are advised by many in whose judgment they have great confidence, to go at once into a lawyer's office, and waste no time and money in a law school. This, however, is not the place to discuss general principles of professional education.

Many students have taken only a partial course in the College, embracing Botany, Horticulture, Chemistry and some other studies. The occupations of twenty-six persons who had taken such a course in the sciences have been examined as they came in order in the catalogue.

Two such students died in the army; the occupations of three

are unknown; four are in professions or the army; one is a surveyor; two are nurserymen, and fourteen are farmers.

It is not improbable that other graduates may become farmers, who now, possessing no farm nor means of purchasing one, prefer teaching at \$45 a month, to farm labor at \$22.

STANDARD OF ADMISSION.

One of the reasons why an education received in a Scientific Course of a College has been considered of inferior value to one gained in the Classical Course, has arisen from the difference in the amount (not kind) of preparation required for entering. The applicant for admission to the Classical Department has been compelled to go through a three, or at least a two years course of study and mental discipline, over and above all that was required of the applicant to other courses of study. On graduating, the student who leaves the walls of the Classics has had two or three years more of study than his brother graduate from the Scientific Course. Now, it is not possible to make four years of study do the work of seven; and the difference in scholarship and discipline is felt on graduating, and even after. It is not fair to decry the educating qualities of scientific study because four years of it will not yield as good fruit as seven years of literature and the arts.

The requirements for admission to this College are thus fixed by law: "No student shall be admitted to the Institution who is not fifteen years of age, and who does not pass a satisfactory examination in arithmetic, geography, grammar, reading, spelling and penmanship." The law also says, the College "shall be a high seminary of learning, in which the graduate of the common school can commence, pursue and finish a course of study."

It would probably be very unwise to sever the College from this connection with the common schools. Indeed, what is most needed for a course of study at the College, after a knowledge of the common branches enumerated, is a certain maturity of mind. For lack of text-books, the courses of instruction

in agricultural chemistry, agriculture, a half year of botany, and other branches, are given in lectures, requiring habits of attention in the students.

The terms of admission into the College do not vary much from those required in the other agricultural colleges in the land. Iowa and Cornell University (Agricultural Department,) require the same; Maine, Vermont and Massachusetts require some knowledge of Algebra; Illinois the same as Michigan, with the addition of History of the United States. The requirements in Maine do not differ much from those required by, perhaps, most of the scientific departments of colleges.

As to the value of most of the studies required for admission, nothing need be said. A good preparation, however, in Geography is of great importance in a course of study like that of the Agricultural College. Meteorology, Botany, Zoölogy and Geology, all become more interesting and valuable to students who have not neglected this branch of study.

It is, without doubt, greatly desirable that the standard of admission into schools of agriculture and science should be elevated. It must not be done, however, in a way to sever them from vital connection with the common school system of the State. Previous to the law reorganizing the College, (1861,) a partial attempt was made to have the Agricultural College a professional school only, into which it was hoped the graduates of other colleges, and other already educated men, would come for professional training. Such an expectation would not have been realized. Even the scientific schools of Yale and Cambridge have but a sprinkling of graduates in them. Of the 418 students in Medicine in the University of Michigan, (1867-8,) but 19 are marked as having received any academic degree, and of the 387 students in the Department of Law, not one is marked as a graduate from any college. Still less is it to be expected that students of agriculture and horticulture will take a preliminary course before entering an agricultural college. A special training has long been considered essential to the practice of law and medicine, while to farmers themselves it is a new and doubtful

idea, that colleges and book learning can really fit them for their work. The Agricultural College requirements for admission are as high as those of the Law School and the Medical School, and the professional studies of longer continuance.

Agricultural colleges labor under other peculiar difficulties. There is no brotherhood of them; there is no general plan of organization, and common schools do not take them into account in their teachings. These schools have almost no graduates abroad, turning the attention of other aspiring youth towards their halls; they have not their share of teachers in the schools holding in mind the peculiar qualifications required in them.

COURSE OF INSTRUCTION.

The observations just made point to the necessity of just such a course of study as the organic law specifies: one at once professional and general, one not supposing the student to have taken a collegiate course in some other institution.

The experience of this institution has convinced its officers that a defined course of study should be insisted upon. Students should not be allowed at will to leave a study half completed and turn to another which may seem at the time more attractive.

It is, however, the earnest desire of the officers to present to the students various courses, which, while agreeing in the main, shall diverge sufficiently to afford to each student more thorough instruction in the peculiar calling which he has chosen. Thus chemistry, or the management of stock, or landscape gardening, or entomology, or horticulture, arboriculture, or veterinary, or any one of many other of the wide range of studies pursued, might branch off from the general course into peculiar prominence. The modern languages, also, should receive more attention. The coming fund may enable the College to realize

COURSE OF INSTRUCTION.—FRESHMAN CLASS.

FIRST HALF YEAR.

Algebra—Robinson's New University.
 History—Weber's Outlines.
 Geometry—Robinson's New University.
 Book-Keeping—Bryant & Stratton.

SECOND HALF YEAR.

Trigonometry—Robinson.
 Surveying—Davies.
 Practical Agriculture, Lectures, Goodale's Stock-Breeding, Waring's
 Drainage, &c.
 Geology—Dana.

SOPHOMORE CLASS.

FIRST HALF YEAR.

English Literature—Chambers, Spalding.
 Botany—Gray.
 Elementary Chemistry—Youmans, and Lectures.

SECOND HALF YEAR.

Entomology—Harris.
 Analytical Chemistry—Fresenius.
 Botany—Gray, Darlington, Lindley, and *chiefly* Lectures.
 Horticulture—Thomas, Lectures.

JUNIOR CLASS.

FIRST HALF YEAR.

Physics—Snell's Olmstead.
 Agricultural Chemistry—Johnstone, mostly Lectures.
 Inductive Logic—Herschel.

SECOND HALF YEAR.

Physics—Miller's Chemistry, first volume.
 Rhetoric—Whately, Day's Praxis.
 Animal Physiology—Dalton.

SENIOR CLASS.

FIRST HALF YEAR.

Zoology—Carpenter.
 Practical Agriculture—Lectures.
 Mental Philosophy—Wayland.
 Astronomy—Snell's Olmsted.
 Landscape Gardening—Downing, Kemp.
 French.

SECOND HALF YEAR.

Civil Engineering—Mahan.

Moral Philosophy—Haven.

Political Economy—Carey, Walker.

French—Fasquelle, De Vivas' Classic Reader.

Declamations and Compositions throughout the entire course.

DEPARTMENTS OF INSTRUCTION.

ELEMENTARY CHEMISTRY.—The primary forces—Heat, Light, Electricity, Magnetism, etc.; Chemical affinity and laws of chemical combination; Elementary Substances—their history, properties, combinations and uses; Application of Chemistry to the arts and manufactures; Organic Chemistry. In the study of Elementary Chemistry, the facts and principles of the science are illustrated by experiments.

ANALYTICAL CHEMISTRY.—General Analysis; Analysis of Soils; Analysis of Minerals; Use of the Blow-Pipe; Analysis of Manures; Analysis of the ashes of Plants; Alkalimetry and Acidimetry. In prosecuting Chemical Analysis, the student spends three hours a day in the Laboratory, under the direction and supervision of the Professor in Chemistry, applying with his own hands the tests required to determine the composition and properties of bodies, thus securing a practical knowledge of the methods employed in these investigations.

AGRICULTURAL CHEMISTRY.—Formation and composition of soils; the relations of air and moisture to vegetable growth; Connection of heat, light and electricity with growth of plants; Nature and source of food of plants; Chemical changes attending vegetable growth; Chemistry of the various processes of the farm, as plowing, fallowing, draining, etc.; Preparation, preserving and composting of Manure; Artificial Manure; Methods of improving soils by chemical means; by mineral manures; by vegetable manures; by animal manures, by indirect methods; Rotation of crops; Chemical composition of the various crops; the Chemistry of the dairy. The instruction in Chemistry is imparted both by lectures and text-books.

PRACTICAL AGRICULTURE.—*First Year.*—Laying out of farms; Arrangement and planning of farm buildings; Farm Implements; General principles of tillage; Principles of drainage; Laying out and construction of drains; Methods of seeding; Harvesting of crops; Principles of Stock-breeding; Breeds of domestic animals—their characteristics and adaptation to particular purposes.

Fourth Year.—General principles of farm Economy; Manures—their management and mode of application; Succession of crops; Preparation of the soil for particular crops; Cultivation of crops; Management of grass lands; Stock husbandry; Care of animals and principles of feeding; Fattening of animals; Management of sheep. In addition to the above course, instruction is given in the field in the various manual operations of the farm.

BOTANY.—A course is first given in Physiological Botany; Systematic Botany is then taken up, the Natural Orders being studied as to their Botanical characteristics; their size and geographical distribution; their relative importance; the Genera and Species having agricultural value; those having commercial or medical value; those having ornamental value; and those which are obnoxious or detrimental, as weeds or poisonous plants. The orders are illustrated by diagrams, and numerous living and dried specimens. The living specimens are dissected and examined by the student, and their genera and species determined. The indigenous plants, together with those cultivated in the gardens and grounds, afford material for the study of this department of Botany. In the study of Vegetable Physiology, structure is illustrated by means of diagrams. Several excellent microscopes are used in the study of minute structure.

HORTICULTURE.—In the course in Vegetable Physiology, the relations of that Science to Horticulture are pointed out. The Sophomore Class being employed during the year in the gardens and College grounds, is afforded abundant opportunities

for the application of the instruction received in the class-room. It is intended that each student shall have practical experience in every cultural operation. In addition to these methods of instruction, a course of lectures is given on the history, theory and practice of Horticulture.

ANIMAL PHYSIOLOGY.—In this department, particular attention is given to the Anatomy and Physiology of domestic animals. The course is illustrated by anatomical preparations and diagrams, representing the comparative structure of the organs of locomotion, digestion, circulation, respiration and reproduction of each branch of the animal kingdom. Dissections of animals are made to render the student familiar with the appearance, situation and relation of the organs of the animal system in a state of health, and the changes produced by disease. Opportunities are given for the study of the minute structure of the various tissues by means of the microscope.

ZOOLOGY.—Principles of the classification of animals, as founded on their structure and embryonic development. Descriptive Zoölogy, comprising the systematic arrangement of animals in accordance with their natural affinities, in classes, orders, families, etc.; habits and geographical distribution of animals.

ENTOMOLOGY.—The course in Entomology is illustrated by a valuable collection of native and exotic insects. Particular attention is given to the study of species injurious to vegetation; and the best methods of checking their ravages is discussed. Students by collecting and preserving specimens of our native species, become familiar with their habits in their several stages of development.

MATHEMATICS AND CIVIL ENGINEERING.—Algebra, Geometry, Plane Trigonometry, Spherical Trigonometry, Analytical Geometry, Surveying, Leveling, Plotting, Mechanics, Strength of Materials, Arches, Framing, Bridge and Road Building. Students have the use of Chain, Compass, and other instruments for practice, and receive instruction in the field as well as in the

Lecture Room, each student being required to take charge of field surveys, and to become practically acquainted with the use of the Level.

GEOLOGY.—A course of daily recitations in Geology during the second half of the Freshman year is illustrated by maps, diagrams and specimens.

ENGLISH LITERATURE.—Instruction in this department is given by means of text books and Lectures. Rhetoric—Style. History of English Literature. Rhetoric—Arguments, Conviction, Persuasion, Fallacies in Reasoning. Select portions of English Classics receive critical examination in a course of reading prescribed for each class. The classes have regular and systematic instruction in the art of selection, arrangement and expression of the matter related to the assigned or chosen topics for composition.

LABOR.—Each student, not exempt for physical disability, is required to labor three hours a day on the farm or in the gardens. The number of hours may be increased to four or diminished to two and a half. Some compensation (see means of defraying expenses) is allowed; but the labor is regarded as an essential part of the educational system of the College, and is performed with special reference to illustrating and applying the instruction of the Lecture Room. Students are not employed in those kinds of work only in which they may be most proficient, but, as the work is classified, each is made acquainted with all the operations of farming and gardening. The Sophomore Class work the entire year under the direction of the Professor of Horticulture. The Juniors spend the year under the direction of the Professor of Practical Agriculture. The other classes alternate between the farm and gardens.

LABOR SYSTEM.

Who established the Labor System?

The Legislature of the State. The organic law of the College says: "Three hours of each day shall be devoted by every student of the College to labor upon the farm, and no person

shall be exempt except for physical disability. By a vote of the Board of Agriculture, at such season and in such exigencies as demand it, the hours of labor may be increased to four hours, or diminished to two and a half.

What is the Labor System in the Michigan Agricultural College?

1. All students labor, except when exempt on account of physical disability. There is consequently no caste in the College, arising from difference in this respect.

2. The regular hours of labor are from half-past one to half-past four each afternoon, Saturdays excepted, on which day labor is furnished only on request. This arrangement leaves the entire forenoon for study and classes, and gives time for complete rest after labor, before the study of the evening. Some years ago, the students were divided into three divisions, the first division going to their work immediately after breakfast, a second division at the end of three hours, and the third in the afternoon. By this arrangement the teams were kept employed by the students, and the expense of hiring hands to some degree obviated. But the present plan gives a better part of the day to study, and admits of a much more careful oversight of the work of students by the officers of the College.

3. The officers of the College work with the students, or personally superintend the work. The Professors of Agriculture and Horticulture, the foremen of farm and garden, and the foreman of the greenhouse, are always out with the students during their work, while the Professor of Chemistry and other officers often are so.

4. The labor is intimately connected with the subjects of the lessons of the students. Lectures are not infrequently given in the field, or yards where the stock is kept. The principles learned from books find their illustrations in the field or workshop, and on the other hand, what students observe while at labor stimulates them to the study of principles.

In the first, third and fourth particulars the labor system is believed to differ in essential respects from the labor systems that have proved failures in other institutions.

5. The Juniors work their entire year under the direction of the Professor of Practical Agriculture; and the Sophomores work theirs under the Professor of Botany and Horticulture. This arrangement affords those Professors opportunities for a somewhat systematic instruction in the labor in their departments. The members of the other classes perform special duties assigned to them, or work upon the farm or in the gardens, under assignments made every fortnight. The Farm Department receives double the working force of students that the Horticultural Department has.

Do students shirk their work?

Almost never. Nearly all of them were accustomed to work before entering the College, and find the three hours' work no hardship. A large majority of them need the 7 or the 7½ cents an hour that the good workers receive for their labor, in order to help pay their College expenses. The great variety in the labors required, and their relation to their studies, serve to interest them, and they often manifest a strong interest in furthering the work to be done. The best scholars are almost always the best workers.

The students work cheerfully with the professors and foremen. They are treated more as companions than as laborers, and the feeling of authority exerted, or of compulsion, is scarcely ever thought of, if we can trust to appearances, and to the hearty good will existing between Faculty and students.

Does the labor of students "pay?"

Pay how? or what? This is a College; and everything pays that is not too costly a means of illustration, or of instruction, or of securing skill, in the matters it is designed to teach. A College buys large museums to aid the student in his study of geology, or zoölogy, or mineralogy, and the expenditure "pays" by furnishing means of study. So with the chemical laboratory, the library, &c. It is the same with botanic gardens, with varieties of stock, with fruits, nurseries, vegetable gardens, farm crops, implements, meadows, pastures and all the furniture of a College like this. They "pay" by being means of illustration

accompanying the lessons of the text-books and lectures. But since the chemist's knowledge is more accurate after he has had practice in the chemical laboratory, therefore here students work a half year in the laboratory in the course of their year, and a half in chemistry. The surveyor's knowledge is more to be relied upon if he has actually used the compass and level, surveyed lands, calculated contents, and made plats. Students receive such practice here. In the same way they have practice in grafting, budding, transplanting, the use of farm and garden implements, and in the manual operations of farm and garden. The College thus imparts the practical knowledge it was established to teach. If the labor teaches, gives familiarity with mechanical, botanical, horticultural principles, and bestows practical skill upon the student, in so far it does pay like any other expenditure for sustaining an educational institution.

The labor system is, of course, not without its expense to the institution. As the students work all at the same time, there is need of a far greater number of tools, and to some degree, of teams of horses and oxen, than would be required on a farm of equal size as usually managed. So the great variety of work, and wide range of instruction given, require a larger variety of tools, of crops and breeds of animals, than would be needed on a farm managed for profit. So also, three hours labor of a stout boy is not worth so much as a third of nine hours a day by the same boy, for it is limited to a set time, (afternoon,) and ends irrespective of the condition of the work he is busied with, unless there is actual danger to the piece of work in thus quitting it. Besides, labor has to be planned for a large force for three hours, succeeding and being succeeded by a very small one. To make the labor educational requires also the constant superintendence of skilled professors and overseers, who must be paid.

Do students do their work well?

The report of two years ago expresses a doubt as to whether the work of students was as well done as hired men would do it. The doubt would be wrong as regards the years 1867 and

1868. Considering the great variety of work required, and the frequency of change from one kind to another, it is not believed that hands could be hired to do the work so well as students have done it. Practiced hands can of course do ordinary farm work better than most students could learn to do it from a little practice at the College, but in fact, most of the students were accustomed to farm work previously to entering the College.

The labor system has been succeeding better every year.

EXPERIMENTS.

Experiments of various kinds are conducted at the College, and the results published in the annual reports of the Secretary of the State Board of Agriculture. These experiments have, within a few years, met the approval of qualified judges, both as to the value of the results aimed at, and the accuracy and fitness of the methods employed. Amongst other papers, the *Country Gentleman*, of Albany, and the *American Agriculturist*, of New York, have paid particular attention to them, and the lessons to be derived from them. Joseph Harris, author of "Walks and Talks," in the paper last named, personally examined some of the experiments while in progress and the methods pursued, and published in the paper his convictions of their value and the accuracy with which they are conducted. As this gentleman is a fine chemist, and had experience in experimenting under Messrs. Dawes and Gilbert, the distinguished English experimenters, his testimony is valuable.

Nearly all persons who have written about Agricultural Colleges agree as to the peculiar propriety of their conducting experiments. Professor Agassiz says: "We should have all the experiments of Prof. Ville repeated in these Colleges. But that is not all. We should have all the experiments made by Magendie and Boussingault upon the feeding of cattle, upon the nursing of animals; we should have all the experiments made upon breeding, upon crossing breeds, and upon the whole animal economy of the domestic animals." Liebig has expressed

a like opinion, the Agricultural press and Societies have reiterated the same.

Experimenting, however, is not the way to make a farm "pay," in a financial view. The substances applied and methods employed may perhaps retard the growth and diminish the value of a crop. Still in the view of science such a result is valuable. Under the most favorable circumstances the necessity of constant oversight, the constant weighings and measurings, the numberless computations, the interference with the most economical disposition of labor, &c., go far to eat up the marketable profits of the crop.

The experiments of 1867 filled seventeen printed pages of the report of the Board of Agriculture, mostly with tables of figures; those of the present year (1868,) are much more extensive. Careful experimenting requires peculiar means and facilities for conducting them, and of these the College yet has but a very limited supply.

MEANS OF ILLUSTRATION.

The Farm.—The Farm, Gardens and Lawns cover an area of 676 acres. The Red Cedar river runs through the farm from east to west, leaving about 180 acres upon the north side of it. On this side are the buildings, gardens, orchards, and a portion of the farm. The apple orchard occupies 16 acres; four farm fields 67 acres, pasture about 20 acres. The rest, nearly 80 acres is without division fences, and contains the lawns proper, College and Boarding Halls, Professors' dwelling-houses, pear orchard, small fruit and other gardens. Undulating ground, groves of trees, a ravine, widening into the alluvial meadows along the river, and near the western part high river banks with almost a horse-shoe curve of the river, afford already very pleasant grounds for the Institution, and have in themselves promise of much beauty.

The soil of the domain is exceedingly various. A sandy soil extends from the entrance to the grounds to beyond the College buildings, becoming near the farm workshop almost a

floating sand. A large number of the forest oaks now stand on this tract, and evergreen spruces grow rapidly on it. A sandy loam, with clay subsoil, lies all about the greenhouse. Much of this is underlaid with tile drain. To the west there is clay loam, and in places quite a stiff clay. East of the cattle barn is a fine bed of peat, and much of the river is bordered by alluvial flats. Most of the farm, however, is an excellent loam farm land, either still or originally covered with a fine growth of timber.

The original timber of the garden tract and lawn was oak. Most of the farm was, or is, covered with a various growth, consisting mostly of maple, beech, oak, elm, ash, basswood, whitewood, black walnut, and some hickory and poplar.

Cattle Barn.—The farm has a good cattle barn, with 29 stalls, and room for 95 tons of hay, built in 1852. It is erected on a solid stone basement used for stabling cattle, is 42 feet by 64, with 22 feet posts. It has in the basement a root cellar, with ventilating tube running into one of the large ventilators of the barn; a granary furnished with bins, in which the number of bushels in measure stored at any time can be at once read. By means of a horse-power, a straw cutter is run upon the upper floor, and a root pulper in the basement.

Cattle Shed.—In 1864, a cattle shed was built adjoining the barn. It is 90 feet by 24, contains four bull stables, and other accommodations for cattle, and room in the bay for 54 tons of hay.

Sheep Barn.—A fine barn for sheep was built in 1865, furnished with ten separate pens for sheep, ventilators, (used also as hay chutes,) pump, fleece-room, tool-room, hay-mow, yards, &c.

Other Buildings.—A brick building is used, the basement for stabling the horses of the farm department, and the Steward; the upper floor for hay; and the middle floor, which is inaccessible from either of the others, for a mechanical work shop and tool room. There is a building, temporary in structure, for farm implements; sheds for wagons; a temporary structure for

experiments; a piggery which ought at once to give place to another, but which cannot for lack of means; and a *farm house*, occupied by the foreman of the farm.

The buildings just enumerated belong to the Farm Department.

The Horticultural Department has a *Horse barn*, with which is connected a tool-house and a shed for wagons. This was built in 1867. A *Greenhouse* 90 feet long was also built in 1867. The basement of College Hall is used by the Horticultural Department, and divided into office, tool-room, fruit-house and workshop.

Cattle.—The College possesses Short Horn, Devon, Ayrshire, and Galloway cattle of choice pedigrees; Spanish Merino, Cotswold, Southdown and Black-faced Heath sheep, (Scotch Highland); and Suffolk, Essex, Chester White and Berkshire swine.

There is a chemical laboratory for the use of students, philosophical apparatus, surveying and leveling implements. The College has a collection of shells, birds, minerals, &c. The Cooley Herbarium, so named from its enthusiastic collector, Dennis Cooley, M. D., is a very large and choice collection of plants admirably preserved—especially rich in grasses and in our indigenous flora, and containing also a large collection of tropical, Californian and Australian species. A museum of botanical products is commenced.

The College has an Apple Orchard, Pear Orchard, Vegetable Garden, Fruit Garden, Nurseries, Flower Borders, &c. It has a Library and Reading Room.

Meteorological Records are kept by the professor of Chemistry, in accordance with the plans recommended by the Smithsonian Institution, and published annually in the reports of the State Board of Agriculture.

COMFORT OF STUDENTS.

Their place here can hardly be called comfortable, since three or four occupy the same room for study. Lack of rooms

compels to this. The only reason it is tolerable to students is because their average age is so high (above twenty), and because they earnestly desire to secure the benefits of the College course of study. When a student is *not* gaining the benefits for which he was sent here, or persists in making the condition of others uncomfortable by rowdyism, noise, or other infractions of the rules of general good conduct among citizens, his father is requested to withdraw him from the College. This was Dr. Arnold's practice, and one which we think admirable.

We have, at the Agricultural College, a modification of the old dormitory system. Care is taken to secure a Steward of the College whom all may respect. This Steward and his family live in the building occupied by students. They eat at a common table; the students apply to him for care in sickness, and submit to his authority regarding the rules of the house.

Students do not feel themselves put at a distance from the Professors.

If a Professor calls at a student's room it is construed into friendliness. Home, and reading, and ball-playing, and the news are talked over just as one citizen would do with another. The Faculty and students work together; three of the Faculty were members of the base-ball club; students are on a footing of friendly intercourse with all members of the Faculty. Every Saturday evening the President and his family devote to receiving visits and calls from them. They have sufficient opportunities for forming other acquaintances.

It would be desirable to be nearer town on account of church services on the Sabbath. The religious exercises of the College are daily prayers in the chapel, public worship on Sunday afternoon, and a voluntary Bible class, attended the last year by about thirty of the students.

FUNDS.

The Institution is supported by direct appropriation from the State. Its share of public lands in accordance with the Congressional grant, is 240,000 acres of land. No income has been

derived from this source as yet. The selection, sale and investment of the lands are not entrusted to the Board of Agriculture, but to a special Board created by law. The lands are in market.

OTHER COURSES OF STUDY.

The Congressional Grant was intended for the maintenance of Colleges "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Here is provision for a University wherein all arts and sciences should be taught, provided only that industrial education receive in it first and sufficient attention. We have in this College had, during some years, lectures on field fortifications and military hygiene; we have guns and other military equipments, and have had, (last year, and several other years,) military drill. After all, however, it would seem to be wise to confine our attention chiefly, at present, to Agriculture and Horticulture in its many branches, with such additional studies as teach the student to think, to express his thoughts, and to know in general his civil rights and duties.

The College was founded by the State, went into operation in 1857, long before the Congressional grant; has not as yet received any income from the grant, but is supported by Legislative appropriation. It was established as an *Agricultural* College; and grew out of a plain and wide-spread want for colleges peculiarly agricultural in character. Schools of Medicine, Law, Engineering, Drawing and Design, Mining &c., were to be found by any young man seeking for them. That which lacked was schools of Agriculture and the Mechanic Arts. The Mechanic Arts are mostly trades. The rules to be followed in them are comparatively fixed and certain. The manuals that give these rules are abundant, clear, and exact.

The persons engaged in any one trade, are, as compared with those engaged in agriculture, exceedingly few.

It seems therefore, peculiarly proper that this College, supported as it is, and founded as it was, should remain a peculiarly Agricultural College. It would be unwise, were it possible, to duplicate in any way the University of Michigan at Ann Arbor, already the pride and glory of the State. It will be time for this College to extend its special instruction to a variety of the mechanical arts when it has funds from the endowment with which to do so.

Another reason for the same is: that it would be unwise further to complicate an exceedingly complicated and wholly new kind of College. Let it have time to establish itself in that character which is its essential one. Let it not attempt, at first, too much. It will not be difficult afterwards to add to it other branches of industrial education, as there shall be means and demand. The President of the College takes this opportunity to say that a department for the instruction of ladies is an addition to the College peculiarly proper to be made. Why should they not have the knowledge of chemistry, of mechanics, of heat, meteorology, attend the lectures in dairy management, &c., which the College furnishes to young men? And why not give them that general culture which the College is fitted to bestow on all its students? Danger is always apprehended, of course, from admitting ladies to those affairs of life from which they have generally been excluded. It is a relief on the other hand to know that as fast as they do secure a new position in the eyes of the law or by social usage, the threatened dangers never follow them. In general, the desirableness of extending the College instruction so as to cover various mechanic arts is not denied, but it seems fittest at present to wait until the College, as an Agricultural one, can sustain an adequate corps of professors, and be equipped with proper libraries and means of illustration.

BOARD OF AGRICULTURE.

Our State, wiser in this than many others, made the Board having control of the College a small one. Eight is the entire number. They—and in this feature the wisdom of the State is not so apparent—are obliged to serve without compensation, other than they get from the honor of having charge of an institution kept by the State, so small in capacity of receiving students, as to be bandied about the newspapers in a way not pleasing, certainly, to its sensitive friends. The gentlemen composing the Board of Agriculture are almost always present at its five or six meetings which it is necessary to hold yearly, thus giving the State some three or four weeks services, at the least, each year; while some of them give much more time. Some States, with larger Boards, find a quorum at one time composed of a majority—not composed of the same members that made a majority at a former meeting, so that the acts of one meeting are reversed at another. In the Board of this State the utmost harmony has always prevailed.

PUBLICATIONS OF THE COLLEGE.

The College has published an annual Catalogue since and including 1861.

A Report of the State Board of Agriculture, yearly, since and including 1862. These reports contain always an account of *receipts and expenditures* of the College. They contain full *meteorological records*, since, and including April, 1863. The volume for 1867 contains the Transactions of the *State Agricultural Society*. The reports contain:

Law of reorganizing the College, Constitutional provision; United States Land Grant; and Acts of the State relating thereto. Reports 1863, pp. 109–130.

Remarks on In-door Course of Instruction, 1862, p. 6. 1863, p. 10.

Out-of-door Instruction, 1863, pp. 14–17.

Relation of Farm and Instruction, Rules, 1863, pp. 45–50.

Report on Influence of Labor System on Students, 1864, p. 110.

Experiments on use of Muck, 1863, pp. 50-71.

" Top-dressings to Grass lands, 1864, pp. 117-119.

" " " " 1865, pp. 235-239.

" in Agricultural Chemistry, 1866, pp. 51-54.

" in Practical Agriculture.

" in Top dressings to Grass lands, 1866, p. 55.

" in Manures to Corn, 1866, p. 57.

" on feeding of pigs, p. 59.

" sheep feeding, 1867, pp. 39-52.

Meteorology of Central Michigan, 1865, pp. 241-253.

Grand Traverse Country, 1867, 79-102.

Brief History of the College, 1863, pp. 22-33.

The Cooley Herbarium, and life of Dr. Cooley, 1863, pp. 19-21.

Pedigrees of Fatalist, and other stock, 1863, pp. 77-83.

Description of College live stock, 1866, pp. 11-15.

Donations to the College:—Implements; crops; destructive insects; reports of county societies, and many articles of general interest throughout the reports.

LITERATURE.

A few of the many articles regarding Agricultural Education and Agricultural Colleges, is given here. As to the *need* of an education for farmers, the literature is in fragments, yet abundant. Here is proof, in a quotation from the London Times: "Farmers don't like Schools." Here is another from the same high authority: "Of course a man may be a good farmer and not able even to read and write." The agricultural journals of England and Scotland have had many fine articles on Agricultural Education within a few years; and it is painful to see how much the spirit of the *Times* pervades them. Farmers, from their comparative isolation, are the last class to combine for mutual improvement. The late agricultural lectures at Amherst brought in but few, it is said, of the farmers of the region

to hear them; the late course at the Illinois Industrial College brought almost none from beyond the immediate vicinity of the College. Again, even if the advantages for agricultural education were as good as those for medicine or law, the nature of agriculture is so complex, its operations so obscure, that its development would be necessarily slow. "Of the pursuits of man," says Carey in his Social Science, "the last developed is a scientific agriculture. Of all people, the last emancipated are the laborers in the field; of all knowledge, the last obtained is that of the minute machinery with which nature works when she seeks to produce her greatest effects." The large and increasing class of agriculturists who think as well as work, has called the Agricultural College into being, and ask for its liberal support; and it is no objection to it, that there remains a large class who see no good in an agricultural education.

Gail Hamilton has an admirable article in the *Atlantic Monthly* for July, 1864, called "Glorying in the Goad." The text is from the Apocraphy, Eccles. xxxviii, 26.

The best article in favor of uniting the College with the University, is in the *Transactions of the State Agricultural Society*, (Michigan,) 1854, pp. 342 to 355, by Prof. A. Winchell, of the University.

The best article (perhaps) on the difficulties in the way of keeping educated men upon farms, is "Wilson Flagg's Prize-Essay on Agricultural Education," in *Massachusetts Agriculture* for 1858. It contains *virtually* an answer to the last named article.

The question of the expediency of independent colleges of agriculture, or of making them departments of universities, is the subject of *Michigan House Documents*, 1863, No. 18 and No. 19; of several paragraphs of the report of D. Hitchcock, of Amherst, Mass., to the Legislature of that State, *Massachusetts House Doc.*, 1851, No. 13, p. 70; to be found, also, in *Michigan State Agricultural Society Transactions* for 1854, p. 394.

Accounts of European schools may be found in the Massachusetts document just referred to; a more recent and full account by Mr. Charles L. Flint, in *Massachusetts Agriculture*, for 1864. Also in Barnard's *National Education in Europe*.

An account of the Agricultural Colleges of the United States is given by Hon. Henry F. French, in U. S. report, Department of Agriculture, for 1865, pages 187 to 186.

The action of the several Legislatures relative to the Congressional grant, and the laws establishing colleges under it, are given in U. S. Reports, Department of Education, for 1867-8.

A history of the U. S. Legislation on the subject, and much other matter is given by Prof. Ailman, of Yale College, in the *North American Review* for October, 1867.

Clear exposition of the meaning of the U. S. grant in general, is given in various reports on organization of the several colleges, or of Legislative Committees. There may be especially noticed Dr. E. O. Haven, (now of Michigan University), in *Massachusetts Senate Doc.*, 1863, No. 108, p. 6, *et seq.*, and President Welch's report on organization of Iowa Agricultural College, just issued.

The papers of Prof. A. B. Turner, of Jacksonville, Illinois; addresses of Hon. Jos. R. Williams, first President of the Michigan Agricultural College; addresses and Report of John H. Klippart, Secretary of Ohio State Board of Agriculture; Treatise of Lewis Bollman, on Industrial Colleges; Fred. Law Olmstead's "Few things to be thought of;" Report on Plan of Organization of Colleges for Agriculture and the Mechanic Arts, by Dr. Pugh, of the Penn. Agric. College, 1864; Report of President White, on "Organization" of Cornell University, (Oct. 21, 1866); and plans and reports numberless, make up a part of the literature of this subject. These form one branch of that wider subject of general interest at the present time—industrial education.

Many topics remain to be spoken of, but the length of this report makes it inexpedient to do so at this time. It only

remains to add, that as this report has not been submitted to either Board or Faculty, they are not responsible for it.

T. C. ABBOT, *President*.

MICHIGAN AGRICULTURAL COLLEGE, JAN. 1, 1869.

DETROIT SCHOOLS.

REPORT OF SUPERINTENDENT.

Hon. O. HOSFORD, *Superintendent of Public Instruction*:

I would respectfully submit the following statements, as a brief, special report of the public schools of this city for the year 1868; and, with your permission, I would be pleased to offer one or two suggestions to my fellow-teachers, particularly to those who are in charge of graded schools, in the cities and villages of the State.

GRADING.

Our course of study embraces twelve years, though pupils of more than average ability complete it in considerably less time. Our grades are as follows:

Primary—A two years' course, four classes.

Secondary—A two years' course, four classes.

Junior—A two years' course, four classes.

Senior—A three years' course, six classes.

High School—A three years' course, three classes.

Pupils under six years of age are not admitted to the schools. Pupils are promoted from class to class, at any time when their ability or proficiency will warrant it, though promotions are usually made upon our regular monthly examinations.

SCHOOL STATISTICS FOR 1868.

Population of Detroit at this date,.....	75,000
Assessed valuation of the real and personal property of the city,.....	\$20,637,775
Cash valuation of the real and personal property of the city,.....	68,792,583
Valuation of the public school property at this date,.....	280,000

Last school census, census ages between 4 and 18,	22,810
Whole number of different names enrolled in school register for year,	9,703
Average number of pupils belonging to the public schools for the year,	6,480
Number in average daily attendance for the year, ..	6,237
Whole number of sittings in the public school-houses at this date,	6,954
Amount raised for building purposes during the year,	\$25,000
Number of weeks in the school year,	40
School expenses during the year,	\$70,727
Expenses on buildings, lots, etc.,	32,458
Amount of salaries paid to teachers,	50,066

The items of teachers' salaries is included in school expenses. The number of teachers in our schools at the close of the year, with the rate of salaries paid, is shown in the following table:

TEACHERS.

	Rate of Salaries.	Total.
2 Men at.....	\$1,500	\$3,000
2 " at.....	1,400	2,800
2 " at.....	1,200	2,400
1 " at.....	1,000	1,000
2 " at.....	900	1,800
1 " at.....	400	400
1 Women at.....	800	800
2 "	600	1,200
6 "	500	3,000
2 "	475	950
5 "	450	2,250
17 "	425	7,225
1 "	410	410
37 "	400	14,800
9 "	375	3,375
26 "	300	7,800
116		\$53,210

 No Special Teachers.

The average number of teachers for the entire year was 107½. The number of sittings in our school-houses is only large enough to accommodate thirty out of every hundred children of the census enrollment. The valuation of the school property of the city is but four-tenths of one per cent. of the cash valuation of the real and personal property of the city, and the school expenses of 1868 were the almost imperceptible tax of *one mill* upon the dollar of the cash valuation of the property of the city. Our great want is more school accommodations. In proportion to our wealth and population, there are few, if any, cities in the State which have not double the public school accommodations we have.

SUGGESTIONS.

In order to make our school statistics of more value for purposes of comparison, we should adopt a uniform plan for collecting them. During the past five years I have used the following attendance rules, and our teachers are guided strictly by them; these rules are, in substance, what are known as the Chicago Rules, and I could wish that every School Superintendent in Michigan would secure their adoption.

ATTENDANCE RULES.

"1. Whenever any teacher has satisfactory evidence that a pupil has left school without the intention of returning, such pupil shall forthwith be marked 'left,' (L) in register; but any absence recorded against the name of the pupil before the teacher receives this notice, shall be allowed to remain, and in making up the attendance averages such absences shall be regarded the same as other absences.

"2. When a pupil is suspended from school by any of the rules of the School Board, whether from absence or from any other cause, he shall be marked 'left,' (L s) in register.

"3. When a pupil is absent from school more than five consecutive school days, for sickness or for any other cause, he shall be marked 'left' (L,) in register at the end of five days, and the absence shall in all cases be recorded while the name

remains on the roll, unmarked by 'L;' but this rule shall not operate to prevent the suspension of a pupil under Sec. 8, Part II., Rules for a less number of absences, in which case his name will, of course, be marked 'left,' (L) in register.

"4. For the purposes contemplated in the foregoing rules, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular session of the half-day."

DETROIT MONTHLY REPORT.

At the close of every twenty days, or four weeks, of school, each teacher makes a report to her Principal of the following facts, and the Principal consolidates these reports for the Superintendent, who is then able to make a report of all the schools for the Board of Education. The information sought for and obtained is shown by the following extract from a monthly report blank:

- No. 1. Number of days taught since January 1,.....
- No. 2. Number enrolled since January 1, (entire enrollment except re-entries,).....
- No. 3. Number received by transfer since Jan. 1,.....
- No. 4. Number left since Jan. 1, (for all causes,).....
- No. 5. Number of re-entries since Jan. 1,.....
- No. 6. Number belonging at date,.....
- No. 7. Sum of column headed "Number Belonging,"....
- No. 8. Aggregate attendance in half days since Jan. 1,...
- No. 9. Aggregate tardiness since Jan. 1,.....
- No. 10. Average number belonging for year to date,.....
- No. 11. Average daily attendance for year to date,.....
- No. 12. Average tardiness for year to date,.....
- No. 13. Per cent. of attendance for year to date,.....
- No. 14. Per cent. of tardiness on attendance for year to date,.....
- No. 15. Number boys enrolled since Jan. 1,.....
- No. 16. Number girls enrolled since Jan. 1,.....
- No. 17. Number promoted from grade since Jan. 1,.....

- No. 18. Number promoted from classes since Jan. 1,.....
- No. 19. Number of suspensions for year to date,.....
- No. 20. Number of sittings in school room,.....
- No. 21. Number of vacant seats in school room at date,..
- No. 22. Number excluded for want of room, since Jan. 1,.
- No. 23. Time lost by teacher in half days since Jan. 1,....
- No. 24. Number of times teacher has been tardy at first
ringing of bell,.....
- No. 25. Number of visits from members of Board since
Jan. 1,.....
- No. 26. Number of visits from the Superintendent since
Jan. 1,.....
- No. 27. Number of visits from all other parties since Jan. 1,
(Does not include mere calls of inquiry on the part
of parents,).....
- No. 28. Number of cases of corporal punishment since
Jan. 1,.....

In regard to absence, tardiness and excuses, the following rules are enforced, without fear or favor:

SECTION VI.—PART II. TARDINESS.—The bell of each school shall be rung for five minutes, commencing fifteen minutes before the hour of opening school, and shall be tolled at the time of opening school, and pupils not in their seats at the time for opening shall be marked tardy, and any pupil who is tardy frequently, shall be suitably warned and reported to his parents, and if he shall still fail to correct the evil, he shall be suspended from the school until his parents or guardian shall give satisfactory assurance to the Superintendent that the irregularity will be corrected. In less flagrant cases, tardiness shall be regarded as a violation of the rules of the school, and shall subject the delinquent to such penalties as the nature of the case may require.

SECTION VIII.—PART II. ABSENCES.—Any pupil who shall be absent six half days in four consecutive weeks, without excuse satisfactory to the teacher, from the parent or guardian, given either in person or by written note, shall forfeit his seat in

school. Pupils thus suspended shall not be restored to the school, until the parent or guardian shall satisfy the Superintendent that said pupils will be punctual in future, and obtain from him written permission for their return.

SECTION X.—PART II. WRITTEN EXCUSES.—Teachers may require excuses from parents or guardians, given either in person or by written note, in all cases of absence or tardiness. Teachers may send the delinquent pupil immediately for such excuse, except when the weather is such that it would occasion exposure of health.

SECTION XI.—PART II. CHARACTER OF EXCUSES.—No mere statement that the parent has kept the pupil at home shall be accepted by the teacher as an excuse for tardiness or absence, and unless it shall appear that sickness or some other urgent reason, rendering attendance impossible or extremely inconvenient, has detained the pupil, the excuse shall not be deemed satisfactory.

The Board of Education, of Detroit, consists of twenty members; they are elected by the people, and serve two years. One member is elected from each Ward every year. In closing this report allow me to express the thanks of our teachers, and of all the friends of schools, to the Hon. R. W. King, the President of our Board, for the zealous and faithful manner in which he has labored for the best interests of our schools. The friendship and encouragement of such men are of priceless value to us all.

Respectfully,

DUANE DOTY,
Supt. Schools.

DETROIT, Dec. 1st, 1868.

STATE REFORM SCHOOL.

REPORT OF THE BOARD OF CONTROL.

To the Superintendent of Public Instruction :

The Board of Control of the State Reform School, herewith, and in accordance with the requirements of law, present the report of their doings for the year ending on the 16th of November, 1868; and in connection therewith, the reports made to them by the officers and employés, holding position by their appointment.

In doing this, they take no small degree of satisfaction in stating that, to themselves at least, the results of the year are indicative of substantial progress—and that, too, in more than a single direction. The Board are themselves becoming each year, better informed as to the essential requisites of a Reform School, as well as to those appliances most abundant in good fruits.

In the first place, experience has taught them that, for success in the work of reformation, the idea of penal restraint should ever and always be discarded. True, no one becomes an inmate of the Institution except on conviction of crime—yet not as a punishment for that crime, but for the developing, strengthening and giving proper direction to the better qualities of the individual—qualities which, perhaps, and probably often, have failed to be called into exercise, through the agency of evil surroundings; and that he, these being overcome, may again rise to the dignity of true manhood. Only by efforts in the direction here indicated, can there be hope of success. A kind heart and a firm hand are, under the blessings of Heaven, the only reliable agencies for genuine reform. The half fed, illy clad, and worse treated child or man, is no fit subject for reformation. Our moral natures flow all the more naturally and readily in the channels of virtue, when the throbbings of natural life are made vigorous by a sufficient supply of all the essential requirements of that life.

Again, the accumulating experience of years serves only to strengthen the conviction, that the work of reformation can be successfully prosecuted only by those who duly appreciate it in all its bearings, and are themselves possessed of those gifts and endowments which secure to them the power of easy control. If slow to learn, this important truth has been learned nevertheless, to wit: That ordinary, or even superior natural abilities, such as everywhere add grace and dignity to manhood, do not necessarily qualify one to act well his part in an institution like this; there must be superadded adaptation to the work itself. The possession of this peculiar gift on the part of any employé, can be determined only by experience. It cannot, therefore, be deemed a strange thing, if occasionally some one placed in charge of a department should find himself more hastily relieved than he anticipated.

It is, however, with no slight degree of satisfaction, that we here publicly record that at no previous time in our experience, has the entire board of employés, from Superintendent down through every grade, been so nearly what it is deemed they should be, as at this very time. Our Superintendent, in all respects, fully meets our anticipations and desires. Nor can we, nor ought we, to say less of the Assistant Superintendent. For their work, "*par nobile fratrum*." Our Matron, who, through the life of the Institution, has shared in its toils and responsibilities without wavering of fidelity, or relaxation of motherly care for each inmate, and her Assistant, also claim at our hands no feeble commendation. Lest it seem invidious to make special mention of only a few of the many employés in and about the Institution, we add that it is not often that harmony, adaptation and efficiency are more fully united in the prosecution of any work. If such be the agencies employed, it is natural to inquire after the results of their united labor and effort.

And first, as to the inmates, their number, health, labor, &c. At our last Annual Report there were two hundred and fifty-seven inmates of the Institution. Since that time, and up to

the date of this report, ninety-nine commitments have been made, making the total number connected with the Institution during the year three hundred and fifty-six. Of this number, one hundred and nine have been released therefrom, either by a full discharge or on ticket-of-leave, thus leaving still connected with the Institution, two hundred and forty-seven—ten less than reported one year ago. This would seem to indicate a decrease of youthful criminals in the State. Yet in the State at large there is an actual increase—the decrease attaching to Wayne county only. During the year 1867, there were received from that county alone forty commitments; while during the year herewith reported, only eighteen have been received. What explanation can be given to the fact of this decrease in one special locality, of course we pretend not to say. Certainly, if a better moral influence—a better home training—is being brought to bear upon the youth of that county, so that they are ceasing from criminal ways, it should be only a matter of congratulation to all; or if that county prefers to provide for her own youthful delinquents, certainly the balance of the State has no just cause for complaint.

The inquiry is not unfrequently made, do the boys, seemingly reformed, on leaving the Institution, maintain their integrity? We reply, not always—no, not always, even in cases where the work of reform seems most complete. Many a lad has left the Institution, we doubt not, with a resolution firmly fixed, that hereafter no stain of crime should attach to himself; and yet his resolution has failed him. A boy having once been an inmate of the Reform School, and by industry and good conduct merited and received his discharge, is nevertheless looked upon by outside rogues as one of their own number, and as ready to be a leader in their depredations. All will apprehend and appreciate the desire prone to rise, at least in youthful hearts, to meet, if not to excel, expectation in any deed of daring. Yielding to this and other untoward influences, some, of whom we have reason to expect better things, do and may fall again into crime. Nor are these the worst in-

fluences often encountered. Corrupt home influences, we doubt not, far more frequently undermine good resolutions. Bearing in mind all these counter influences, it may justly claim our admiration that so large a portion of all do maintain their integrity.

In regard to the health prevalent in the Institution during the year just closed, we are happy to report most favorably. Only two or three cases of sickness of any severity have occurred, neither of which proved fatal. It will also be recollected that only one death was reported as occurring during the previous year, and that during the very first days of that year, so that now not a death has occurred during a period of but slightly less than two years, in an average of some two hundred and sixty boys. This certainly indicates favorably for the health of the Institution, since, were the same average to become general, it would extend that of the human family into centuries.

The circumstances contributing to this favorable result undoubtedly are: A perfect and sufficient system of sewerage, by which all accumulating impurities are far removed from the Institution; healthful and sufficient diet at regular hours; a full supply of warm clothing; and regular and systematic employment and exercise.

The law passed by the last Legislature, precluding from the Institution all lads under ten years of age, the Board are convinced, works only evil, and ask its repeal. They are fully convinced that it is unwise, at least, to allow that that portion of our youthful population destitute of natural protectors, should have ten years, and those ten the susceptible ones of life, in which to develop and strengthen natural perverseness of character; and it may well be questioned whether the shielding hand of the State should not equally cover the early years of all, and thus aid in the universal work of placing, as far as may be, early manhood on the sure basis of personal integrity. This, certainly, seems far more desirable than to leave four or five years of easy susceptibility, and with *no* acquired power of resistance, to the seductions of vice, to

form habits of living and acting inimical to subsequent virtuous life.

If any restriction as to years of possible detention in the Institution be desirable, we would respectfully suggest that it be applied to the more advanced, rather than to the earlier years of minority. If a lad has held firmly to his perverseness till he is eighteen years of age, little hope indeed remains for the remaining three years. Again, the individual enters upon active life at a decided disadvantage, during the last three or four years of whose life he has been excluded from the moulding influences of active, out-door stir and enterprise. The educational influences of these can be withheld, but in rare instances, without damage that takes hold of the entire future of the individual. Individual instances do and will arise, in which it is and will be desirable that these years be years of confinement and seclusion. But rules of general or universal application are not to be shaped to meet these. The youthful criminal, at least, when the fact of his incorrigibility becomes well established, had far better be removed from reformatory to penal walls.

It is desirable that the labor of the boys be rendered as productive as practicable, since it so far lightens the burden upon the State Treasury, and the inquiry naturally arises, is improvement in this regard practicable? Under present arrangements, not less than fifty boys, (at present fifty-two, mostly of the larger class,) are employed about the Institution in duties not best adapted to the development of true manhood, or for a qualification for the duties of manly life. These boys find employment in sundry indoor duties, which in the ordinary family arrangement devolve upon females, such as cooking, setting and clearing off tables, washing dishes, sweeping, &c., to say nothing of those employed in the tailor's shop in making and mending garments for the inmates. These avocations in no way or degree qualify these boys for the sterner duties of manhood, but rather for hotel waiters and steamboat cooks.

Can any change be made that shall remedy this evil? It will

be remembered that in its earlier days female delinquents were admitted to the Institution, and employed in the above named duties; but the two sexes, being confined in the same building, caused so much trouble by their unavoidable intercourse with each other, that eventually, by the advice of the then Board of Control, a law was passed excluding them therefrom.

The present Board of Control propose no repetition of that experiment. Nevertheless, they believe no less importance attaches to the establishment of a house of correction for the one sex than for the other; and the question arises, how can it be done with the least expense to the State? Can the two be brought into such a degree of proximity with each other, that females can be employed in service properly attaching to themselves throughout the united Institution, and thus leave the males free for employments better adapted to the future of their lives, and at the same time avoid that commingling of sexes, which formerly wrought so much trouble?

In discussing this matter, it has seemed not entirely impracticable, though in all probability it would involve a large increase of care and responsibility; and the Board came to the unanimous conclusion to suggest as follows:

That on the south side of the enclosure fronting the present edifice, a building suited for the purpose be erected, to be used as a Reformatory for females, with surroundings such as to render the two institutions entirely separate and detached. The two institutions thus being detached, while yet in close proximity, the females of the one, could be, under proper arrangements and restrictions, employed in performing the domestic service of both, thus leaving the fifty or more lads, now confined to the kitchen and its collaterals, free for field and other productive labor.

Should the suggestion here thrown out so far meet with favor as to lead to its adoption, an appropriation of probably not less than twenty-five thousand dollars would be required.

This diversion of labor of the boys from the house to the field

is annually becoming more a necessity, as the lands belonging to the Institution are being brought more fully under cultivation.

In regard to our farm operations, we regret to say, that hopes entertained have not been fully realized. Not, however, because of any want of fidelity on the part of our farmer, for his efforts have been skilfully and energetically directed; nor again, for want of ordinary fidelity on the part of the boys; but our land being new, largely covered with stumps and filled with roots, was incapable of deep and thorough tillage. This circumstance added largely to the withering effect of the drouth, so generally felt during the season, and caused partial failure of crops, diminishing them probably not less than one-half. Twelve or fifteen boys are ordinarily employed on the farm, though numbers of them are not unfrequently withdrawn for other duties.

During the season ten additional acres of land have been cleared of rubbish and placed in a condition for future cultivation. About eighty rods of ditching have also been completed, relieving valuable land of surplus water, and preparing it for future cultivation.

In shop work commendable progress has been made, progress both in quantity and quality of product. This is undoubtedly attributable in a large degree, to the accumulating experience and constant fidelity on the part of those in charge of this department. To render this more especially remunerative, improved machinery is requisite, and this must have room. Besides, present accommodations are entirely inadequate to the numbers employed. As a natural consequence, efficiency, comfort and health are all impaired, and the Board call for an appropriation of ten thousand dollars, the purpose being, to secure the desired enlargement by extending the south and west wall of the existing shop edifice to the north and east line of the yard, thus making two sides of the building to constitute portions of the enclosing walls of the enclosed grounds. This enlargement of shop room the Board deem of vital importance to the future of the Institution.

The new wing of the main edifice, for the erection of which an appropriation was made by the last Legislature, is already completed and occupied. The family house, for which an appropriation was also made at the same time, is far advanced towards completion, so far at least as to warrant the expectation of its being ready for occupancy at or before the time of the assembling of the next Legislature.

The last Legislature made an appropriation for the introduction of steam warming apparatus throughout the Institution. Circumstances beyond control have delayed this work; nevertheless it is now nearly complete.

Early last spring, the subject of profitable as well as entertaining amusement for the inmates of the Institution, came under discussion, the result of which was, the passage of a resolution to purchase for them, instruments for a cornet band. A full set of instruments was accordingly procured, at a total cost of \$650, and a band formed and placed under the tuition of Mr. Alsdorf, overseer in the principal cane shop. By resolution, these instruments are to be paid for by concerts, vocal and instrumental, given by the boys, by moneys received for band services, and by such donations as visitors might make for their encouragement. From all these sources, there has already been received and paid over, the sum of \$307 30. The balance we expect will soon be met by the same means.

To say that the boys in this department have attained success, is, we think, but slightly indicative of the real progress made. Although it is now but slightly over six months since they received their first lesson, they excel many bands after having had a much longer practice. Much is undoubtedly due to the fidelity with which instructions have been given, as well as to the fact of their teacher's almost constant presence with them, by which their entire hours for practice are subjected to his oversight and care.

In view of facts as presented, though but slightly indicative of the watchfulness, care and anxiety imposed on the Superintendent and his aids, and in view of another fact already

alluded to, viz: that during the entire year, the prevailing spirit among all employés, has been one of ready willingness, faithfully to fulfill not only every duty, but to lend a helping hand wherever and whenever needed, we feel that no slight degree of justification attaches to what we have elsewhere said relative to those placed in charge of the varied and ever varying responsibilities of the Institution.

Thus much for the past; then what of the future? As yet its developments are sealed; nevertheless, judging of it by the past, duty prompts us to make provision for its necessities.

In making our estimates for the support of the Institution for the past two years, we were controlled largely by the expectation that necessary supplies would cheapen, and thus reduce our necessary annual expenditure.

Results, however, show that such an expectation was without any reliable foundation, and that freedom from all embarrassment, as well as advancement in all that is desirable, is best secured by ample provision under every emergency. What, then, will be required to meet the probable demands of the coming two years? Past experience warrants only as follows: For current expenses for each of the two years inter-

vening between Nov. 16th, 1868, and Nov. 16th, 1870, \$35,000,	\$70,000 00
For enlarging workshop, and procuring needed machinery,	10,000 00
For the erection of a farm barn,	2,000 00
To meet the requirements of Sec. No. 3, Act No. 130, of Laws of 1867,	2,000 00
For repairs of original buildings,	3,000 00
Total,	<u>\$87,000 00</u>

We have already alluded to the urgent existing necessity for increased shop-room and improved machinery. To satisfy any one that this is very desirable for the interests of the Institu-

tion, it is only needful to visit the same, and see what are present appliances.

We also ask for two thousand dollars, for building a barn. The small barn already attached to the Institution has long afforded but partial accommodation for existing wants, and is annually becoming less adequate, as the products of the farm increase.

The two thousand dollars called for to meet the requirements of Sec. No. 3, Act No. 130, of Session Laws of 1867, can be used only to meet the requirements of that act, and can be drawn from the Treasury only as needed; and if not so needed, must remain therein.

Necessary repairs in and around the Institution, during the years to intervene between this and the meeting of another Legislature, will undoubtedly require the full amount called for. The relative wear and tear in an Institution like this, will be readily anticipated to be largely in advance of ordinary home requirements.

If in view of the large amounts requisite for the sustenance of an institution like this, it seem to any one an investment promising no sufficient return, it should be remembered that "a life reclaimed from ways of transgression, profits not only by the prevention of wrong, but by good thereby to be achieved; that the hand trained to vice works only evil, while that hand, reclaimed to virtue, not only ceases from evil, but becomes itself productive of good." While, therefore, success may not crown every effort at reform, nevertheless what is and has been achieved warrants not only a continuance of past effort, but gives encouragement for continued and increased labor in the same behalf.

GEO. W. LEE,
JAS. I. MEAD,
C. TRACY,
Board of Control.

SUPERINTENDENT'S REPORT.

To the Honorable Board of Control of the Michigan State Reform School:

GENTLEMEN—The period has arrived in which, according to law, your Honorable Board require an annual statement of the management, condition and statistics of the School.

The year now closed has been indeed a very busy one, and yet in many respects a very pleasant one. Not that it has been all sunshine and beauty, from which our own natures might catch their inspiration, and rise to a plane of ecstasy and delight; for we have many scenes that are calculated to take all romance out of life, and bring us to the earnest realities of our position. But it has ground on which we may base hopes of permanent good. We feel assured that observation will bear out the assertion, that the general deportment, order and progress of the boys, during the past year, will present marked improvement. I speak of the general standing of the school. Individuals have proved no better for the care and efforts made in their behalf, and in some instances we might not be censured for losing faith in our efforts, did we not know that there is a higher power, that may make the seed grow, that has been sown in lands cultivated by hands and hearts which, like our own, have believed, that though *our* influence may be weak and of small account, that *power* can render them all effective, and make the most unpromising the most successful, and of most usefulness to society.

We have sometimes been disappointed in our hopes of boys of whom we expected much, and perhaps more than we were warranted in looking for, when we take into consideration their antecedents, and the certainty that they must in great part return to the same class of associations. It is often answered us, when we inquire of the character and doings of some boy who has left us: "*He would do well enough if his folks were anybody.*" You will see that seven of the number received this year are boys who have been permitted to go home on a "TICKET OF LEAVE." They received no help after they left us, except to

wrong-doing; left generally to their own resources, they had not capital enough to carry them along amid the crash and moral bankruptcy into which they were thrown. Some boys will bear the pressure for a year, some for two, and even to six, maintaining a fair character, and then, in an evil hour, fall. It is even a debatable question, whether the standard of reformation can be raised above the general level of the class from which they are gathered. Certainly, the judgment formed by mankind will not enlighten us much on this point; for men too often judge others by themselves, leaving out their own weaknesses, when they wish to place others in reputation for virtue and integrity; but leaving out their own good qualities when they form a general opinion of trustworthiness in the dealings and relations of life. All will observe this as they mingle in the business of life. We find in many instances, parents are giving their children lessons in dishonesty, when they are flattering themselves that they are models of probity and excellence; but every one else around them are leagued together to entice the boy into trouble. We have clear cases of this in the associations of boys received this year. These lessons are lessons on the heart as well as in the head, and when the boy must meet the same on his return home, we must not be surprised to greet some of them on their return here, or to know that they are passing to other institutions more penal in their character, because of the necessity of more effective restraint.

Parents sometimes write us of the apparent good their children have received, and others complain that they are not doing what should be expected, after their instruction here, forgetting that their own efforts have prevented this same instruction from being effective. It is of frequent occurrence, after a boy has been here a time, and during that entire time has displayed vicious and uncontrollable tendencies, that his parents come and claim that he is, and always was, just the best boy that could be, and he is so needed at home, that he must be released, and so on to an indefinite length of assurances in his

behalf. But when the boy is released, in a short time they write, earnestly soliciting that we take him back again. These cases are not rare. Sometimes a father seeks his boy's release, when all the grounds on which he bases his request, are mere pretenses, thus giving his boy the most effective lessons in deceit and dishonesty, while he is presenting his own claims as a man of excellent standing in his special locality. These influences have their effect, and we err if we assure ourselves that we have so raised the standard of reformation, that its recipient shall present traits of character for sobriety, truthfulness, honesty and industry, corresponding to the most perfect code of moral excellence. The keystone is as essential to the arch, as the base on which it rests; and so for successful reformation according to the expected standard, a home influence to receive the boy, correct in its principles and consistent in its application, must complete what is begun here. It is certainly all we can expect of a boy, to do as well as the circle into which he is thrown, and not the mere surface influence, but what the quick eye of children and youth will know to be genuine.

Then again, in sending a boy from this school after a brief or longer period of detention, it is not always because we consider him so far established in good habits, moral and intellectual culture, that he must be proof against temptation, *or the changing state of his own mind*, (for we find with our young men *this last* has much to do with the efforts for self-restraint and advancement,) but that his consistent efforts at self-restraint and industry and mental improvement, entitles him to another trial in society, and if he shall continue in these efforts, the confidence he gains in the estimation of surrounding friends, shall commend him to the consideration of society at large. To us it seems far better that this proof should be gained before he reaches his majority, and that a very valuable portion of this evidence shall be given by his conduct with, and interest in the requirements of society itself. It is really very questionable whether the interests of society are advanced by

keeping a young man here during the last two or three years of his minority, whether he shall by the special discipline of this or similar institutions be fitted for what he must meet when thrown upon his own resources. The soldier becomes a hero by his frequent and successful contests, not simply by company drill, or dress parade; so a youth, approaching manhood, is more fitted for the work of that manhood and its power of resistance and self control, by developing in that same work. This is suggested by frequent petitions from prominent gentlemen of this State, in behalf of some boy whom they would gladly befriend. To them, as those petitions seem to suggest, the most effective preparation for society, is that very society itself, and for this purpose they would shorten the detention of the young man. The State can have only this one interest in the matter. It requires the boy's restraint from passions that are overpowering him, his mental and moral culture, and preparation for good citizenship and a nobler manhood than he would attain without this care. *This* attained, and hopeful indications given of honest intentions and efforts to self-restraint, it must commend itself to humanity, that at the earliest opportunity consistent with the object sought, the boy should go forth to measure his power to stand as a man among men. On the other hand, if he prove wholly vitiated, and his influence pernicious in all cases, in view of its personal power over younger and more hopeful minds, should not his removal be effected under the provisions of law, to a more penal institution, for equally cogent reasons that we would give him his release before his minority expires, and at the earliest established proof of his incorrigibility? It is apparent that the welfare of the State and society is enhanced by the careful culture and discipline of this large and increasing class of youth, probably at far less pecuniary expense than to suffer them to grow up in idleness and vicious habits. I wish this was more thoroughly understood: that it is far less expensive to teach the young and care for those whom none look after, than it is in after years to meet the cost of criminal prosecutions, and the

destruction of property and perhaps life itself, to say nothing about the perversity of mind left to itself, and its utter separation from participation in eternal rewards of virtue and integrity.

I would respectfully ask your consideration to the action of our last Legislature, in changing the law in reference to the age of boys sent here, from seven to ten years. This change was made just as changes were taking place among the officers of this School, made necessary by the death of its late Superintendent, Mr. Robinson, and, as we think, under a misapprehension on the part of members of the Legislature, fearing that little boys were being sent here who should be cared for by the counties. Perhaps a few instances may have occurred, but not sufficient, with a full knowledge of the circumstances, to warrant the change. Let a little boy of seven or eight years of age, (as we have known cases,) be entirely neglected by his parents, or his parents be utterly worthless, their examples and influences making those impressions which shall be his only lessons, till he is thoroughly trained in every evil habit, and such children acquire vices with great facility, and soon become wholly vitiated. Years of the most earnest efforts shall not counteract the impressions of these few years. They will not usually stay at the county houses or good homes secured for them, and with the law as it now stands, they have two or three years for perfecting themselves in every vicious habit, taking lessons a part of the time in jails and associations of adepts in larceny and vice. It may be for this reason that the adage has become current, "There is but a step between vagrancy and crime." Would it not be for the interest of our State, that the Act No. 130, Sec. 10, page 173, of Session Laws of 1867, be repealed, so far as to admit boys being received at seven, instead of ten years of age, leaving in the Courts committing, the judgment as to whether the boy is a proper subject for this School or not, the same being generally conversant with the character of the boy, or the associations in which he mingles?

The complaint is often made, that it is too long a period, to send a boy from seven or ten years, or the time of his commitment, till he reaches his majority. It is often forgotten that it is not the punishment of the boy sought, but his discipline and instruction, and the law provides for his release when, in the judgment of the Board of Control, the boy's reformation is so far advanced, and his honest intention to deport himself in all his relations in life with circumspection, that he shall have an opportunity to prove his claim to respectability and integrity. If it should be for the interest of society to shorten the period of the detention, is there not more reason for cutting off the last two or three years than the first.

1. If he is not so far benefited and improved by his instruction and discipline here, that it is safe for society that he should have his liberty, it is very clear that he cannot be helped here, and he is taking the space and incurring the expense that might accomplish more hopeful results in other and more pliant natures.

2. That the retention of boys wholly incorrigible is very detrimental to the improvement of smaller boys, their influence and all their work leaving its impress upon each successive company of smaller boys as they are received.

3. The dismissal of the best boys from time to time, leaves annually a sort of residuum, which, by its accumulation, presents perhaps the most hopeless of all the subjects that are gathered in reformatories. They cultivate a spirit of secretiveness that shuts you from intimate fellowship with them, whereby you could hope to draw out and develop their better nature, and persistently place themselves in antagonism to all law and order, (as one boy said a short time ago, "He wished there was no law, and he would steal all he wanted to.") Often committed for mere trivial larcenies or other offenses, they have developed wholly vitiated natures, and are given up in their plans and purposes in life, to act as a prey or pest in society. Their combinations encase themselves against conviction, and every appeal to their judgment barely secures a mental assent, appa-

rently for the purpose of getting rid of your importunities, that they be free to indulge their own thoughts and practices. It may be urged that it is wholly unnecessary to do anything more in reference to this class, as the law makes provision especially for them, and that the duty of those in charge is clear; send them back to the courts from whence they came, and let that court pass judgment as in cases provided by law, as if they had never been sent to the Reform School. This would be simply a premium on incorrigibility, as the farce of a few days in jail (which is all, perhaps, that his trivial offense causing his commitment here demands,) and then securing his liberty, would be a great inducement for his persistent resistance to each and all the efforts that may be made to restore him to a nobler manhood. The dismissals of this year have not reached those of last year, and yet they have exceeded the number received. The question has been asked, have we reached the maximum? We think not. We believe the commitments of the next year will exceed the dismissals. The criminal reports from all parts of the State show a larger increase of crime. This cannot be done by more mature criminals without a corresponding effect upon the more youthful portion, and our statistics really show an increase. From all parts of the State, except Wayne county, last year, we received seventy-one; from Wayne county, forty. This year, from all parts of the State, except Wayne county, we received eighty-one; from Wayne county, eighteen; besides, we have refused several from different parts of the State because the conditions of the law had not been complied with, so that the ratio of increase is not far from fifteen per cent. Two causes will prevent our dismissal continuing in the ratio of the past two years: The arrangements in our extended accommodations and our family house, will enable us to retain the boys who are improving, longer.

A HOUSE FOR GIRLS.

In the first opening of this Institution, it was expected that boys and girls could both be received here, and a few were sent;

but it was soon found that the building was not constructed conveniently for the retention of both sexes, and the law permitting girls of delinquent character to be sent, was repealed. The "family plan," adopted for your future extension as exigencies may require, suggests the method in which provision could be made for girls of this character. A family house erected especially for their use, with suitable conveniences for their retention, instruction and employment, could be provided, and the girls employed in cleaning, washing, cooking and sewing, where now we have to employ boys, and thus the boys be free to labor at such pursuits in the shops and on the farm, more consonant with their present interests and future expectations. The expense of obtaining supplies, and managing supervision, would be the same as the general Institution, and thus many expenses would be economized. This has been pressed as one of the necessities of our State, and I would ask your attention to the feasibility of the plan proposed. The claims of humanity to this unfortunate class demand that efforts should be made toward their redemption and restoration to society.

THE FARM.

The Farmer's report gives the returns of our farming operations, but does not show, if indeed it could be shown, the amount of labor performed. The farm was new and rough, most of this land producing its first crop this year; as a consequence we had not yet secured a sufficient depth of tillage to stand the very excessive drouth of this past summer. The result is, we have not in any case more than half a crop. A large amount of labor has been expended to obtain this desired culture for another year. A large amount of fences have been constructed, about six hundred cords of wood was cut last winter and spring, ten acres of land cleared this summer, and about eighty rods of a large ditch cut for draining a large swamp, most of which has been cleared up, and will soon be cultivated, producing land. Besides this, the Farmer has often been called upon for the help of his boys in the work connected

with our building operations, in digging cellars and cisterns, gathering and drawing stone for cellar walls, drawing lumber, grading, and such other labors as should advance the work in any way—labor that cannot be estimated by the bushel, or even in dollars, but necessary to be done. Altogether we regard the work of our farm force this year, the number varying from the present number to twelve or fifteen, faithfully done, and of great value to the success of the School.

SHOPS.

It will be seen that the caneing and matting shops have this year excelled other years. Very little time has been lost for want of work, having received a constant supply of material for their employment. The shop where we manufacture seat frames was closed a number of months this summer, and the overseer and boys employed at general repairing and other labors, but all have been faithfully attentive to their duties. It is very necessary that the condition of our shops and the inadequate supply of machinery should be considered, and, if possible, provision made to supply us with more space. We are working boys at the rate of about one hundred where sixty should have the room. It is far too crowded for the health of the boys, and very inconvenient for its special objects. I would respectfully ask the Board to take measures to meet, what must be apparent to them, this very pressing want of the School.

No change in the order of our Sabbath services. A few friends are willing to sacrifice personal ease for the good of our Sunday school, and their efforts are fully appreciated. A company of friends who supplied us as teachers, found themselves unable to continue their services. We deeply regretted this necessity, for their labors were very acceptable. We believe these friends will find, in all cases, that they have a deep lodgment in the hearts of these boys, even though they may not see such immediate fruits as they may desire.

SCHOOLS.

For the condition of our schools, their work and advancement, I refer you to the report of Mr. Baker, our principal teacher.

The general health of the school during the past year has been excellent, as the report of our physician will show.

CORNET BAND.

Early in the year it was thought advisable to make an effort to purchase instruments for a cornet band, hoping thereby to add to the amusement and instruction of the boys. For this purpose three concerts were given in Mead's Hall, Mr. Mead kindly donating the hall for the boys, and many of our friends in this city gave us the encouragement of their presence and money to help along the matter. Individual friends have given us liberally as they have visited the school and learned our efforts; and also smaller sums have been contributed from time to time by visitors to this Institution. In the month of April last we purchased a set of eleven silver horns for five hundred dollars, to which we added two new horns and cymbals, at an expense of one hundred and twenty-five dollars. The late John A. Kerr, Esq., of this city, kindly donated two drums to the band, and on the first of May we engaged the services of Prof. C. Alsdorf, as instructor, for one year, and commenced a course of systematic instruction. The success has been beyond our most sanguine expectations.

The fund stands as follows:

Proceeds of concerts,.....	\$185 83
Donated by special friends,.....	102 00
Services of the band on several occasions,.....	75 00
Visitors at the door,.....	87 67
Total,	<u>\$450 50</u>

We have paid on instruments, express charges, printing and binding, and other expenses attending our

concerts and instruction,.....	\$442 70
Cash on hand,.....	7 80
	<u>\$450 50</u>

To complete the payments, expenses of instruction one year, and other expenses attending our concerts and band fixtures, about four hundred dollars are required. Besides this we shall be obliged to purchase a bass drum at the earliest possible opportunity, as the present one we are using through the courtesy of Alex. Blair, Esq., of this city. We are also under obligations to Prof. O. B. Young, late a music teacher of this city, together with Mr. Alsdorf, for their efficient aid in preparing for our concerts.

The means to purchase these instruments and provide for the instruction of the band have required much effort to secure them, as we had no fund except what we could raise in the manner specified above; but we would be very unwilling to lose our interest in this enterprise, which has and is likely to afford so much for the entertainment and instruction of the boys, and we hope through the kindness of friends interested in them, to complete the whole matter in a few months.

As usual there are friends who do not forget our boys. Judge Wells, of Kalamazoo, thought of the boys of his own county last winter, and provided comforters for each boy; also, valuable books. Mr. Chas. E. Kerr, of this city, generously gave us a valuable donation from his own library. The publishers of certain newspapers have kindly sent their papers for the use of the school. The value of these remembrances are only realized when we consider the real power of the press as an educator. It is doubtful if it is excelled by any other agency. We would make special mention of the "Peninsular Courier," of Ann Arbor, "Lansing State Republican," "Wolverine Citizen," of Flint, "Battle Creek Journal," and a part of the year the "Sturgis Journal." The Rev. Mr. Potter, of this city, has for many years supplied "The Morning Star." They will please accept our thanks for their kindness.

The changes among the officers of the school have not been many this year. Mr. A. C. Thompson deemed it for his interest to close his connection with us. He left with our full appreciation of his labors, and best wishes for his future welfare and

happiness. His place as assistant teacher, after being supplied temporarily for a short time, was filled by the present incumbent, James M. Sprout. Miss E. A. Foote has been added to our number as Assistant Matron.

To the ladies and gentlemen associated with me in this work I am under many obligations; and whatever success we may claim in the work of the past year, is mainly due to their efforts. They have not confined their efforts to what might be considered the special duty of their peculiar positions, but officers and overseers, each and all, have endeavored to meet all and every duty that has arisen. The labor has been a unit, and we trust the success will be one.

Your own counsel and friendly suggestions, in your frequent visits, have been of great assistance when we have most needed help in the general and special care and supervision required in the peculiar work of the school.

We close, invoking that divine aid, without which all counsel shall be unavailing, all efforts without success. Commending, therefore, this school, with all its membership, both teachers and pupils, and all who are specially interested and responsible for the administration of its affairs, to divine care and guidance, I respectfully submit this report.

CHARLES JOHNSON,

Superintendent.

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES,
FOR 1868.

COUNTIES.	No. of Townships.	Whole Districts.	Fractional Districts.	Av. Wages per month, of Male Teachers.	Av. Wages per month, of Female Teachers.	No. of Children between the ages of 6 and 20 years.	Increase. *Decrease.	No. of Children attending School during the year.
Allegan,	22	163	18	\$45 48	\$20 04	9,795	703	7,545
Alpena,	3	3	.....	63 09	40 71	481	124	336
Antrim,	5	8	.....	31 00	21 75	330	184	204
Barry,	16	101	32	36 75	18 00	7,146	273	5,378
Bay,	8	20	.....	80 19	33 14	3 2:1	452	2,202
Berrien,	21	116	27	52 19	24 80	11,499	264	8,395
Branch,	17	100	33	42 28	17 81	8,682	4:4	7,395
Calhoun,	22	109	52	45 46	21 08	11,106	182	8,918
Cass,	15	101	18	44 11	20 58	7,300	1 9	5,892
Cheboygan,	2	3	1	50 00	38 17	362	119	210
Chippewa,	1	1	.....	.....	12 00	105	105	100
Clinton,	19	103	28	35 36	18 51	7,305	182	5,561
Delta,	2	2	.....	75 00	5 0	286	180	248
Eaton,	15	97	28	40 70	18 76	7,749	95	5,817
Emmet,	8	4	1	.....	11 50	170	44	49
Genesee,	19	111	44	49 06	19 6	10,113	494	7,935
Grand Traverse,	15	37	5	99 28	18 04	1,603	359	9:0
Gratiot,	16	71	20	30 06	16 35	3,656	411	2,9:9
Hillsdale,	18	126	44	39 49	17 67	10,603	45	8,721
Houghton,	7	12	.....	93 08	62 24	3,252	222	2,230
Huron,	18	27	4	37 11	26 0	1,898	58	1,107
Ingham,	17	93	32	43 59	17 57	7,954	*:03	5,839
Ionia,	16	106	30	37 76	15 03	9,044	517	6,453
Iosco,	4	6	.....	46 54	25 48	530	259	194
Isabella,	9	26	4	31 59	13 23	1,095	255	542
Jackson,	20	111	40	60 66	19 66	10,107	388	7,272
Kalamazoo,	16	95	40	4 20	21 44	10, 92	436	7,928
Kent,	26	181	51	58 92	25 41	16,209	1 1:8	10: 68
Keweenaw,	7	10	.....	71 96	41 70	1,897	*83	1,004
Lapeer,	7	81	35	43 38	18 21	6,677	44	5,099
Leelanaw,	8	21	8	17 46	18 58	1,135	351	687
Lenawee,	23	143	59	44 49	20 76	14,677	343	11 4:9
Livingston,	16	92	39	35 17	16 88	6,551	76	5,279
MacKinnac,	8	4	.....	47 64	19 74	662	73	81
Macomb,	14	75	36	53 27	21 38	9,396	269	6, 20
Manistee,	5	10	4	81 02	25 86	999	170	722
Manitou,	2	2	.....	40 00	25 00	398	*68	176
Marquette,	3	5	2	99 87	52 75	2,005	102	1,624
Mason,	5	15	.....	22 00	25 05	6:8	187	355
Mecosta,	9	26	2	30 65	24 75	1,174	255	696
Mecuminee,	2	1	2	65 60	41 48	275	80	2 3
Midland,	6	10	4	38 54	15 00	698	181	566
Monroe,	16	88	35	41 56	19 51	9,279	296	5 692
Montcalm,	17	72	14	37 55	19 51	3,835	390	3,591
Muskegon,	13	35	10	60 68	27 58	3,725	482	1,446
Nowaygo,	18	37	6	47 16	21 61	1,979	274	1,308
Oakland,	25	153	70	41 63	21 47	13,201	294	10 800
Ocean,	12	30	12	27 56	19 37	1,854	462	1 136
Ontonagon,	8	4	1	93 76	43 20	1,320	*79	1,0 4
Ottawa,	17	82	16	46 86	24 22	3,282	644	5,285
Saginaw,	25	80	13	73 39	40 10	9 9:8	193	6,507
Sanilac,	18	69	7	33 98	23 51	4,907	441	3,213
Shiawassee,	17	84	20	38 6	15 69	6,478	381	4,977
St. Clair,	25	112	26	45 17	24 61	18 123	670	8,229
St. Joseph,	16	87	36	48 24	20 02	3,571	12	6,920
Tusc. L.,	22	62	17	43 57	19 28	3,934	436	2,999
Van Buren,	18	101	34	43 57	20 85	8,942	207	6,443
Washtenaw,	21	109	50	56 82	23 53	11,590	*819	8,546
Wayne,	20	106	30	64 41	31 79	35 185	1,591	16 899
Supplementary,	2	8	6	.....	.....	1,110	.....	1,078
Total,	730	3,710	1,145	\$47 73	\$ 1 92	354,753	16 509	250 996

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1868.

COUNTIES.	No. attending School under 5 or over 20 years of age.	Average No. of Months School.	No. Volumes Added to Library.	No. Volumes in District Libraries.	Paid for Books.	NUMBER OF SCHOOL-HOUSES, AND MATERIAL OF CONSTRUCTION.				Value of School-Houses and Lots.	No. of Graded Schools.
						Stone.	Brick.	Frame.	Log.		
Allegan,.....	167	5.3	22	1,193	\$59 42	....	2	124	19	\$89,400	7
Alpena,.....	1	7.7	....	....	....	....	....	4	....	6,550	1
Antrim,.....	4	4.1	74	74	109 00	....	....	1	6	1,322	....
Barry,.....	182	5.9	12	1,177	3 37	....	2	99	20	50 503	4
Bay,.....	27	6.1	....	....	....	....	2	14	6	92 671	2
Berrien,.....	119	6.2	30	2,190	48 80	....	12	132	5	161,599	7
Branch,.....	224	6.5	129	895	....	9	13	108	3	127 858	5
Calhoun,.....	244	6.6	450	5,118	505 48	5	21	124	9	183,278	4
Cass,.....	241	6.6	62	4,947	41 81	....	21	90	7	95 422	6
Cheboygan,....	4	5.5	....	180	....	....	....	1	3	1,266	....
Chippewa,.....	....	4.0	....	....	....	....	....	....	1	200	....
Clinton,.....	132	6.0	64	993	....	1	97	28	....	67 790	5
Delta,.....	16	5.0	....	....	....	....	....	1	....	2,500	1
Eaton,.....	134	6.5	2	1,112	1 25	1	9	101	50	66,702	6
Emmet,.....	2	3.3	....	....	....	....	....	1	2	550	....
Genesee,.....	376	6.5	12	2,393	77 50	1	11	141	7	50,278	6
Grand Travi,...	19	4.9	....	60	....	....	....	7	23	6,100	....
Gratiot,.....	81	5.2	6	387	5 20	....	....	30	51	23,471	2
Hillsdale,....	229	6.7	654	2,093	654 70	9	19	138	7	178,198	4
Houghton,....	15	8.0	174	629	303 71	1	....	10	....	52,550	8
Huron,.....	36	4.6	18	228	....	....	....	15	13	7,420	....
Ingham,.....	247	6.5	40	813	5 30	....	14	107	7	88 570	4
Ionia,.....	188	6.2	....	141	....	1	2	101	20	65,021	5
Iosco,.....	2	6.7	....	....	....	....	....	2	1	3,504	....
Isabella,.....	29	4.7	46	46	20 00	....	....	3	16	2,394	....
Jackson,.....	261	6.9	254	2,007	195 03	3	36	110	3	194 368	6
Kalamazoo,....	132	6.9	1,139	4,180	627 83	1	14	113	3	134,786	4
Kent,.....	260	6.8	153	3,258	247 88	1	7	106	17	194,336	11
Keweenaw,....	21	9.3	405	1,008	568 32	....	....	8	1	11,100	1
Lapeer,.....	178	5.9	66	915	20 00	....	2	96	17	63,681	8
Leelanaw,....	31	3.6	7	37	15 75	1	....	4	16	4 630	....
Lenawee,.....	241	6.8	167	4,331	239 82	8	42	155	4	250,644	10
Livingston,....	276	6.5	14	951	10 00	3	10	107	6	94 877	3
Mackinac,....	1	5.5	....	....	....	....	....	4	1	1,650	1
Macomb,.....	143	6.3	183	1,663	181 60	2	12	94	3	85,973	8
Manistee,....	7	5.5	....	70	....	....	1	2	8	18,7 0	1
Manitou,....	6	4.5	....	....	....	....	....	....	2	700	....
Marquette,....	8	7.0	....	220	20 22	....	1	7	....	24,1 0	2
Mason,.....	7	4.0	....	....	....	....	....	6	7	9,725	....
Mecosta,.....	4	4.8	....	55	....	....	....	5	19	7,158	....
Menominee,...	1	6.3	....	....	....	....	....	2	....	955	....
Midland,.....	11	5.1	....	353	....	....	....	7	4	4 880	....
Monroe,.....	111	6.1	177	1,864	230 43	2	20	77	13	78 149	5
Montcalm,....	59	5.3	4	384	9 51	....	1	44	35	22 315	2
Muskegon,....	21	4.8	6	151	....	....	....	26	19	38 473	2
Newaygo,....	50	5.0	37	463	51 35	....	....	24	12	18,400	2
Oakland,.....	306	6.6	156	3,209	97 28	13	20	196	4	145 888	11
Oceana,.....	74	4.4	....	75	....	....	....	20	17	16 515	1
Ontonagon,....	7	9.6	4	2,191	24 25	....	....	2	2	8 5 0	4
Ottawa,.....	114	6.2	52	742	20 83	1	1	76	....	58,616	7
Saginaw,.....	70	5 6	144	2,088	245 60	....	8	72	16	206,134	4
Sanilac,.....	118	5.1	39	598	14 74	....	3	44	25	26,051	5
Shiawassee,...	183	6.6	....	585	....	....	6	79	21	71,396	6
St. Clair,.....	153	5.9	273	2,164	158 31	1	3	112	22	66,839	4
St. Joseph,....	270	7.3	44	1,642	66 34	1	24	93	2	133 937	10
Tascala,.....	59	5.3	31	575	35 30	....	1	61	22	30,934	3
Van Buren,....	140	6.3	12	2,197	13 83	....	4	121	7	97,865	7
Washtenaw,...	445	6.4	93	1,808	69 24	8	34	105	10	308,242	6
Wayne,.....	201	6.6	1,722	22,598	1,649 63	....	35	113	5	369,170	8
Supplementary,	20	....	....	386	....	....	3	17	1	19,885	1
Total,.....	6,657	6.2	7,057	87,287	\$7,630 60	72	416	3009	618	\$4,303,472	208

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES,
FOR 1868.

COUNTIES.	No. Visits by County Superintendent.	No. Visits by Directors.	No. of Qualified Male Teachers.	No. of Qualified Female Teachers.	No. of Months School by Male Teachers.	No. of Months School by Female Teachers.	Total Wages of Male Teachers for the Yr.	Total Wages of Female Teachers for the Yr.	No. Months Board by District.
Allegan,.....	209	263	53	245	158.0	905.3	\$8,552 08	\$18,161 80	512
Alpena,.....	.....	10	3	3	22.0	17.0	1,388 00	492 00	.....
Antrim,.....	.....	12	2	9	4.0	29.0	124 00	631 00	14
Barry,.....	137	215	54	179	170.1	640.3	6,252 44	11,512 02	416
Bay,.....	20	43	9	41	45.5	217.1	3,651 00	7,192 10	14
Berrien,.....	208	234	75	235	246.6	902.6	12,872 87	22,384 65	345
Branch,.....	178	258	79	224	248.6	868.3	10,509 43	16,427 62	392
Calhoun,.....	129	259	65	232	240.7	1209.5	10,943 17	25,502 80	392
Cass,.....	110	240	78	185	269.0	653.7	11,865 71	13,525 50	263
Cheboygan,.....	.....	17	2	5	8.0	16.5	400 00	629 81	2
Chippewa,.....	.....	.....	.....	1	.....	4.0	.....	48 00	.....
Clinton,.....	232	216	48	191	168.3	691.5	5,599 04	12,301 34	323
Delta,.....	.....	12	1	5	4.0	15.3	300 06	562 22	.....
Eaton,.....	81	224	63	218	177.8	680.5	7,236 88	12,524 70	455
Emmet,.....	.....	1	.....	5	.....	16.0	.....	84 00	13
Genesee,.....	221	226	63	265	224.3	1023.1	11,019 20	20,167 45	363
Grand Trv.,.....	34	49	8	46	13.5	157.2	1,340 00	2,931 70	67
Gratiot,.....	84	95	23	127	75.8	393.1	2,278 80	6,039 11	209
Hillsdale,.....	311	393	94	273	307.3	991.4	12,136 77	17,531 95	995
Houghton,.....	.....	68	10	24	64.0	189.0	5,957 12	9,874 95	.....
Huron,.....	81	69	6	29	21.5	122.6	798 00	3,189 00	18
Ingham,.....	200	238	49	215	178.5	812.3	7,780 85	14,278 28	505
Ionia,.....	169	326	75	216	266.8	1020.1	10,151 80	15,333 12	314
Iosco,.....	.....	10	3	8	13.0	27.0	606 00	688 14	3
Isabella,.....	55	40	13	29	40.0	82.8	1,222 66	1,995 90	45
Jackson,.....	171	288	87	232	2300.7	1004.5	18,242 73	19,804 84	579
Kalamazoo,.....	173	224	58	250	205.5	1069.0	9,671 00	22,914 91	346
Kent,.....	134	529	96	327	344.4	1292.4	17,286 84	33,034 26	596
Keweenaw,.....	14	43	10	10	65.0	53.0	4,677 50	2,210 00	.....
Lapeer,.....	100	178	30	180	117.6	653.8	5,163 74	11,905 11	280
Leelanaw,.....	2	38	11	22	28.0	74.0	778 95	1,006 02	31
Lenawee,.....	259	462	106	348	406.5	1571.6	18,085 57	32,623 15	501
Livingston,.....	61	215	65	190	215.0	642.0	7,561 37	9,897 04	564
Mackinac,.....	6	6	4	5	19.0	33.0	905 00	652 60	.....
Macomb,.....	171	270	49	174	177.5	707.0	9,456 08	15,117 95	57
Manistee,.....	7	37	4	21	11.0	72.3	1,701 43	1,869 75	24
Manitou,.....	.....	14	2	1	3.0	6.0	120 00	150 00	9
Marquette,.....	.....	24	7	17	50.0	135.8	4,993 46	7,153 42	.....
Mason,.....	16	21	3	13	8.0	40.6	176 00	1,014 00	27
Mecosta,.....	30	42	9	31	33.6	88.6	1,027 00	2,193 05	38
Menominee,.....	.....	7	1	6	4.0	15.5	260 00	643 00	.....
Midland,.....	18	22	3	19	10.3	64.3	397 00	2,145 24	20
Monroe,.....	133	298	48	169	175.4	610.1	7,299 37	11,906 52	156
Montcalm,.....	175	130	20	112	72.1	293.1	2,707 63	7,766 37	341
Muskegon,.....	65	92	10	70	39.3	283.0	2,385 18	7,955 75	99
Newaygo,.....	4	47	17	60	53.1	172.5	2,536 27	3,623 95	127
Oakland,.....	166	293	114	314	465.0	1192.8	19,359 11	25,617 61	705
Oceana,.....	24	54	11	49	27.0	151.6	743 80	2,937 54	33
Ontonagon,.....	.....	22	5	13	34.5	70.8	3,235 00	3,959 29	.....
Ottawa,.....	53	226	44	144	192.5	562.3	9,022 82	13,420 31	106
Saginaw,.....	118	182	38	153	172.0	649.2	12,624 25	22,023 64	184
Sanilac,.....	121	187	27	100	105.7	380.6	3,591 92	8,116 60	43
Shiawassee,.....	170	168	51	170	189.6	632.2	7,448 00	9,919 24	258
St. Clair,.....	108	390	54	220	227.1	750.5	9,941 10	18,457 81	140
St. Joseph,.....	195	264	73	191	290.3	779.5	14,005 72	15,610 88	527
Tuscola,.....	76	100	32	105	99.0	342.1	4,314 77	6,599 12	290
Van Buren,.....	31	297	61	201	208.5	766.6	9,985 73	15,984 73	356
Washtenaw,.....	84	270	82	249	354.8	1175.4	20,069 22	27,662 38	365
Wayne,.....	172	538	73	273	352.2	1725.1	22,684 38	54,552 04	312
Supple'tary,.....	16	45	10	34	43.2	118.5	1,552 36	2,577 36	81
Total,.....	5,258	9,620	2,095	7,535	8,090	29,919	\$36,125 61	\$65,843 97	12,907

FINANCIAL REPORT—RECEIPTS.

COUNTIES.	Moneys on hand Sep- tember 24, 1868.	Two Mill Tax.	Primary School Fund.	Primary School Fund Apportioned May, '68.	Rate Bills.	Tuition of Non-resident Scholars.
Allegan,.....	\$6,585 55	\$6,541 72	\$3,858 48	\$4,055 10	\$2,570 77	\$382 64
Alpena,.....	12 34	1,556 26	556 90	157 05	.....	.....
Antrim,.....	424 39	442 30	85 83	82 25	60 05	3 61
Barry,.....	1,673 78	4,811 10	2,734 02	3,062 05	2,835 56	110 20
Bay,.....	5,121 05	3,683 20	1,144 10	1,265 91	92 40	111 89
Berrien,.....	6,542 22	10,083 46	4,950 17	5,613 45	2,730 30	493 71
Branch,.....	1,716 58	8,242 92	3,874 78	3,713 85	2,828 37	604 00
Calhoun,.....	12,593 26	11,520 30	4,850 96	4,855 20	4,326 11	123 50
Cass,.....	2,910 86	7,491 00	3,145 43	3,214 35	4,189 10	523 34
Cheboygan,.....	.....	313 16	96 30	101 25	216 00	6 00
Chippewa,.....	.....	30 00	.....	.....	18 00	.....
Clinton,.....	4,704 23	5,447 27	3,217 47	3,196 90	2,569 54	279 10
Delta,.....	.....	300 00	70 00	70 20	.....	.....
Eaton,.....	2,453 82	6,911 63	3,432 30	3,444 30	2,574 08	401 12
Emmet,.....	.....	26 64	.....	38 70	47 00	4 00
Genesee,.....	2,940 13	8,862 96	3,193 58	4,281 30	3,636 06	670 08
Grand Travi,.....	3 0 78	1,9 6 04	434 45	517 05	675 73	9 23
Gratiot,.....	1,890 58	1,934 15	1,234 72	1,388 25	827 61	75 17
Hillsdale,.....	5,866 63	12,174 63	5,617 70	4,751 10	4,991 77	5 5 81
Houghton,.....	2,500 8	4,156 86	1,854 08	1,3 3 53	.....	266 00
Huron,.....	961 96	1,38 30	719 72	806 85	787 22	9 78
Ingham,.....	3,585 14	6,980 78	3,561 48	3,484 80	2,681 31	150 87
Ionis,.....	2,925 88	8,068 9	3,910 75	3,873 15	2,5 6 15	806 99
Iosco,.....	440 25	462 86	370 31	108 45	344 14	.....
Isabella,.....	52 40	727 32	254 83	349 20	218 70	20 86
Jackson,.....	9,647 80	9 6 8 73	4,939 42	4,367 25	5,098 30	1,655 91
Kalamazoo,.....	9,969 15	11,403 50	4,992 31	4,329 90	3,634 42	1,991 10
Kent,.....	6,984 61	9,550 24	6,279 01	6,313 95	3,602 26	1,533 81
Keweenaw,.....	3,104 14	3,034 53	769 50	666 00	114 95	.....
Lapeer,.....	1,234 40	3,905 60	2,749 08	2,988 90	2,486 75	430 02
Leelanaw,.....	580 22	368 90	288 95	361 80	520 83	45 55
Lenawee,.....	8,195 77	20,553 33	6,523 20	6,729 75	3,645 10	1,436 70
Livingston,.....	1,329 00	6,259 82	2,928 74	2,889 00	5,740 92	367 74
Mackinac,.....	107 59	424 84	123 10	265 03	178 91	.....
Macomb,.....	4,778 54	10,491 92	4,294 02	4,107 15	2,086 10	769 60
Manistee,.....	1,656 28	913 20	250 25	273 03	238 21	33 96
Manitou,.....	.....	58 48	256 40	292 98	43 09	.....
Marquette,.....	3,753 15	2,471 52	6 4 52	544 65	.....	.....
Mason,.....	87 88	204 30	254 70	188 10	281 72	40 53
Mecosta,.....	421 97	597 44	476 96	407 25	508 95	37 90
Menominee,.....	106 61	976 95	87 43	87 75	53 87	.....
Midland,.....	1,696 55	2,640 33	243 71	248 40	72 03	.....
Monroe,.....	5,131 55	8,249 63	3,971 86	4,073 40	2,655 80	445 87
Montcalm,.....	1,173 96	2,551 54	1,659 3	1,521 45	1,583 03	297 00
Muskegon,.....	2,312 03	3,155 66	1,235 60	1,450 35	675 58	104 53
Newaygo,.....	816 12	1,704 22	537 16	738 00	659 90	72 23
Oakland,.....	5,761 81	17,5 8 30	6,153 65	5,778 90	10,640 91	1,055 55
Oceana,.....	591 18	625 10	4 5 55	639 90	647 36	48 96
Ononagon,.....	1,756 92	3,446 44	593 10	629 55	.....	.....
Ottawa,.....	2,756 34	3,875 67	3,445 21	3,435 75	2,354 56	134 70
Saginaw,.....	25,833 74	3,427 62	4,431 35	4,387 05	841 14	78 96
Sanilac,.....	3,520 17	3,027 76	1,984 38	1,998 45	689 13	104 03
Shiawassee,.....	18,600 84	4,057 26	2,626 00	2,737 35	2,566 58	784 98
St. Clair,.....	9,390 55	7,304 12	5,671 24	5,608 35	1,171 96	177 12
St. Joseph,.....	2,579 88	14, 4 80	4,079 92	3,821 85	2,254 50	914 48
Tuscola,.....	2,093 45	2,520 87	1,323 03	1,531 35	1,360 27	220 81
Van Buren,.....	4 6 4 55	6,343 11	3,856 12	3,923 10	3,281 07	502 77
Washtenaw,.....	12,085 52	18,689 11	5,383 08	5,679 55	3,946 35	3,115 58
Wayne,.....	69,7 7 75	10,539 54	14,727 92	15,082 65	5,067 41	611 33
Supplem'try,.....	570 50	1,590 23	631 55	.....	386 90	151 05
Total,.....	\$239,377 87	\$309,219 38	\$151,066 50	\$ 51,630 50	\$110,886 26	\$22,813 21

FINANCIAL REPORT—RECEIPTS.

COUNTIES.	District Taxes to Pay Teachers' Wages.	Other District Taxes.	Tax on Dogs.	Raised from all Other Sources.	Total Resources for the Year.
Allegan,	\$5,160 87	\$26,876 04	\$1,016 40	\$10,909 14	\$74,873 11
Alpena,	565 00	3,295 00	.....	497 50	5,863 00
Antrim,	145 02	128 00	.....	32 00	1,804 78
Barry,	5 88 77	3,565 87	780 16	2,760 22	36,919 76
Bay,	5 831 00	16,085 90	.....	58,002 18	90,199 12
Berrien,	18 977 22	22,352 53	1,386 95	14,755 21	74,497 87
Branch,	11,265 60	17 145 13	1,277 07	4,139 60	51,893 25
Calhoun,	15 791 36	22,055 24	1,236 65	30 619 44	102,964 49
Cass,	7,699 85	14,562 15	1,367 31	4,400 62	47,492 31
Cheboygan,	443 00	.....	.....	48 65	1,519 11
Chippewa, .....	.....	.....	.....	8 00	51 00
Clinton,	5,453 47	12 7 5 66	475 18	1,507 07	36,897 39
Delta,	150 00	1,180 03	.....	120 00	1,450 09
Eaton,	5,821 17	9,058 26	970 76	16,578 16	48,021 24
Emmet,	65 67	218 95	.....	75 65	429 91
Genesee,	13,317 70	23,814 70	172 46	4,708 50	62,976 79
Grand Traverse,	1,056 00	807 45	162 04	1,390 58	5,962 75
Gratiot,	3,302 93	6 315 67	376 55	5 565 51	20,025 51
Hillsdale,	6,884 92	13 218 11	696 72	12,444 27	62,117 23
Houghton,	13,132 36	14,545 99	.....	1,847 83	38,108 23
Huron,	815 80	1,552 00	80 82	658 94	6,488 38
Ingham,	8 0 7 03	13,456 64	600 76	13 5 5 10	52,411 82
Ionia,	12,728 60	16,451 25	848 75	1,090 90	43,985 06
Iosco,	328 00	176 24	.....	1 9 2 26	8,844 01
Isabella,	395 80	628 32	18 00	426 45	2,769 33
Jackson,	4,680 15	40 25 16	561 55	28 836 84	105,249 56
Kalamazoo,	11 606 54	20,153 61	1,060 82	1,858 58	56,132 43
Kent,	27,852 13	26,814 60	957 51	34,218 27	121,237 34
Keweenaw,	4 371 00	1,215 73	.....	555 10	13 165 34
Lapeer,	8,817 45	13,862 11	30 76	3,060 88	27,968 51
Leelanaw,	557 47	146 25	151 01	900 70	3 5 8 14
Lenawee,	15,888 53	23,980 37	1,237 37	26,963 05	113 5 4 08
Livingston,	1,962 10	11,103 97	412 82	7,718 46	38,206 31
Mackinac,	1 033 53	.....	.....	332 00	2 349 91
Macomb,	10,050 47	9,457 01	1,151 30	2,602 15	46,291 62
Manistee,	960 00	4,789 07	118 93	279 25	9,332 33
Manitou, .....	.....	.....	.....	200 00	5 27 87
Marquette,	12 562 03	4,540 00	.....	910 24	28,973 61
Mason,	237 00	885 00	45 12	2,331 76	4,406 69
Mecosta,	909 85	2,351 50	1 07	1,090 90	6 210 47
Menominee,	300 00	150 00	.....	.....	1,544 86
Midland,	666 96	1,353 70	20 10	193 28	6,899 31
Monroe,	2,780 15	6,871 67	1,115 10	3 9 9 83	25 045 01
Mon'tcalm,	3,797 87	4,970 94	91 60	1,945 32	17,189 99
Muskegon,	8,827 10	14,102 03	184 36	453 13	30,347 98
Newaygo,	3 150 02	6,433 10	153 82	698 80	14 5 7 25
Oakland,	4 068 24	39,292 87	68 16	16,842 61	101 908 64
Oceana,	1,295 38	2,428 66	121 26	94 04	6,508 68
Ontonagon,	4,511 62	906 00	.....	97 81	11,403 86
Ottawa,	16 878 00	11,765 78	762 55	3,399 13	44,331 09
Saginaw,	7,809 80	12,074 44	97 28	69,485 90	143,113 84
Sanilac,	4,546 68	4,778 67	584 78	2 42 90	2 423 11
Shiawassee,	7,211 93	12,847 53	280 56	22 259 32	69 748 53
St. Clair,	14,807 07	11,739 67	829 68	4,607 68	55,647 31
St. Joseph,	12,071 66	13 724 68	839 77	2 816 85	51,328 73
Tuscola,	6 178 41	7 572 47	25 37	4,800 97	26,079 18
Van Buren,	10,792 40	16,405 82	1,040 61	7 949 00	66,105 02
Washtenaw,	21,976 76	27 147 70	579 22	26 802 18	117 446 97
Wayne,	57,506 07	28,689 85	.....	32,322 06	220 477 00
Supplementary,	1,444 50	807 15	81 11	345 55	6 254 98
Total,	\$444,913 00	\$625,645 53	\$24,329 00	\$499,878 54	\$2,487,333 61

FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs, and on Debts for same.	Paid for all other Purposes.
Allegan,.....	\$8,884 98	\$18,159 78	\$30,132 68	\$10,382 02
Alpena,.....	1,218 15	852 26	3,493 50	281 00
Antrim,.....	124 00	553 73	139 00	159 50
Barry,.....	6,271 80	11,135 82	7,534 01	3,198 52
Bay,.....	3,651 00	6,406 13	33,778 50	9,660 33
Berrien,.....	12,690 50	22,246 47	19,323 42	14,585 89
Branch,.....	10,709 20	14,812 10	15,695 90	9,105 06
Calhoun,.....	10,236 57	25,010 93	28,365 07	9,990 01
Cass,.....	11,374 31	13,714 62	10,110 46	7,013 40
Cheboygan,.....	400 00	629 81	288 11	189 40
Chippewa,.....	48 00	48 00	.....	.....
Clinton,.....	5,493 02	12,430 78	7,688 44	5,772 37
Delta,.....	300 00	340 00	1,090 00	180 00
Eaton,.....	7,443 32	11,956 90	20,504 31	5,280 83
Emmet,.....	.....	12 07	228 65	48 00
Genesee,.....	10,884 06	19,525 30	20,801 20	8,735 64
Grand Traverse,.....	1,340 06	2,550 45	1,134 86	308 37
Gratiot,.....	2,177 80	5,633 07	8,769 00	4,479 63
Hilledale,.....	12,135 70	17,207 44	23,336 14	4,065 36
Houghton,.....	5,957 62	10,008 95	8,747 45	8,259 92
Huron,.....	834 00	3,336 60	453 60	380 67
Ingham,.....	7,816 80	13,666 00	20,518 88	7,539 62
Ionia,.....	9,930 06	16,168 78	9,729 76	6,477 05
Iosco,.....	497 00	654 14	1,784 35	175 97
Isabella,.....	883 02	980 00	427 41	800 96
Jackson,.....	17,08 81	20,273 02	44,601 15	7,953 50
Kalamazoo,.....	9,667 65	22,167 05	13,890 60	8,910 00
Kent,.....	17,215 03	32,160 12	42,244 54	21,119 36
Keweenaw,.....	5,302 20	2,718 00	399 61	1,578 23
Lapeer,.....	5,202 44	11,184 92	13,941 44	4,103 71
Leelanaw,.....	778 95	968 95	847 05	85 27
Lenawee,.....	18,033 45	32,170 35	41,269 30	7,477 03
Livingston,.....	7,897 38	9,332 08	14,560 95	3,135 25
Mackinac,.....	906 00	652 50	.....	569 98
Macomb,.....	9,456 07	15,314 39	8,845 36	6,326 93
Manistee,.....	1,601 43	1,508 43	3,502 60	1,738 86
Manitou,.....	120 00	118 00	216 00	29 40
Marquette,.....	4,993 46	7,273 97	2,596 75	3,798 63
Mason,.....	176 03	1,014 00	2,790 60	189 16
Mecosta,.....	898 45	1,731 28	2,455 35	516 06
Menominee,.....	260 00	643 00	221 62	77 00
Midland,.....	397 00	2,068 00	1,173 91	1,203 83
Monroe,.....	7,307 58	11,899 15	9,784 45	2,800 95
Montcalm,.....	2,685 96	7,584 63	4,847 23	1,619 68
Muskegon,.....	2,385 18	7,708 40	6,249 01	6,449 44
Newaygo,.....	2,536 27	3,545 31	6,163 35	864 43
Oakland,.....	18,612 38	25,173 78	39,785 28	9,665 64
Oceana,.....	884 77	2,586 06	2,184 02	740 41
Ontonagon,.....	3,235 00	3,181 20	1,675 77	1,598 48
Ottawa,.....	8,657 47	13,429 44	10,919 68	6,510 45
Saginaw,.....	12,462 74	21,593 30	68,848 90	20,749 65
Sanilac,.....	3,554 16	5,008 65	5,027 90	1,574 94
Shiawassee,.....	7,448 50	9,958 24	36,367 36	9,046 90
St. Clair,.....	9,543 45	18,429 78	15,332 13	6,292 38
St. Joseph,.....	13,908 48	15,768 53	12,051 70	6,456 47
Tuscola,.....	4,306 77	6,415 08	9,494 84	2,785 88
Van Buren,.....	9,410 78	15,697 28	16,788 38	7,121 87
Washtenaw,.....	20,059 22	27,506 16	46,324 02	14,607 91
Wayne,.....	22,582 30	53,958 10	45,754 22	24,956 68
Supplementary,.....	1,652 24	2,493 67	618 22	942 42
Total,.....	\$382,639 04	\$643,389 90	\$806,705 88	\$309,158 80

FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Amount on hand Sep- tember 2d, 1888.	Total Expenditures for year, including amt on hand.	Total Indebtedness of the Districts, Septem- ber 7th, 1888.
Allegan,	\$7,042 62	\$74,368 42	\$6,261 18
Alpena,	81 10	5,883 09	910 34
Antrim,	328 48	1,304 75	91 12
Barry,	2,688 32	30,910 76	4,566 85
Bay,	6,395 21	90,199 12	46,781 50
Berrien,	4,737 24	74,407 87	20,252 58
Branch,	2,490 08	51,893 65	19,531 07
Calhoun,	25,844 18	102,983 86	19,219 37
Cass,	3,886 46	47,485 78	12,197 31
Cheboygan,	2 80	1,510 11	121 86
Chippewa,	6 00	54 00	.....
Clinton,	5,262 30	36,897 80	11,794 08
Delta, .....	.....	1,820 00	1,880 00
Eaton,	2,943 63	48,119 32	15,698 82
Emmet,	32 60	429 91	129 83
Genesee,	3,237 85	62,977 37	17,744 54
Grand Traverse,	504 58	5,952 78	1,712 86
Gratiot,	2,571 00	20,625 51	1,971 37
Hillsdale,	5,285 40	62,116 85	44,389 51
Houghton,	5,224 13	38,108 23	12,898 42
Huron,	1,139 51	6,488 68	553 40
Ingham,	2,510 95	52,410 51	4,650 61
Ionia,	2,840 00	44,119 86	19,213 22
Iosco,	710 56	3,824 01	245 93
Isabella,	192 63	2,769 08	890 70
Jackson,	14,866 55	105,249 68	26,738 84
Kalamazoo,	11,593 80	65,132 43	2,868 31
Kent,	7,628 59	121,236 27	46,072 07
Keweenaw,	3,567 30	13,165 34	1,423 42
Lapeer,	2,144 41	27,965 55	14,957 95
Leelanaw,	836 31	3,568 14	865 37
Lenawee,	7,930 90	113,584 03	29,402 22
Livingston,	2,581 17	38,808 26	3,773 23
Mackinac,	432 46	2,349 94	140 00
Macomb,	5,742 46	46,291 52	7,178 68
Manistee,	818 50	9,212 32	4,877 76
Manitou,	44 47	527 87	98 50
Marquette,	5,809 06	23,972 61	134 26
Mason,	236 93	4,406 70	2,090 00
Mecosta,	484 53	6,210 57	954 62
Menominee,	383 24	1,584 86	.....
Midland,	1,924 36	6,899 81	840 30
Monroe,	3,200 70	35,046 01	1,827 40
Montcalm,	1,169 20	17,190 00	2,344 10
Muskegon,	7,451 33	30,847 98	7,938 91
Newaygo,	1,538 03	14,567 25	781 38
Oakland,	8,716 95	101,908 65	24,103 16
Oceana,	617 57	6,808 58	6,321 46
Ontonagon,	1,823 44	11,403 88	215 08
Ottawa,	4,508 56	44,321 10	5,656 25
Saginaw,	19,630 61	143,113 84	80,598 22
Sanilac,	3,031 71	21,422 11	1,347 18
Shiawassee,	7,854 53	69,743 55	1,331 60
St. Clair,	6,194 45	55,649 53	8,093 32
St. Joseph,	5,143 98	53,328 73	6,948 68
Tuscola,	3,512 40	26,079 18	5,292 93
Van Buren,	5,630 30	55,105 10	3,177 71
Washtenaw,	7,825 30	117,446 97	55,885 22
Wayne,	73,268 64	220,477 00	26,848 78
Supplementary,	519 96	6,254 93	419 15
Total,	\$313,721 11	\$2,487,560 32	\$643,991 49

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1868.

COUNTIES.	No. of Volumes added to Town Library.	No. of Vols. in Town Library.	No. of New Districts.	No. of Meetings held by Inspectors.	No. of Select Schools.	Number attending Select Schools.	Am't voted at Spring Election for Libraries.	Am't of Fines, etc., received from County Treas'r, for Libraries.	Amount paid for Books for town Libraries.	Amount paid Board of Inspectors.
Allegan,	95	1254	6	45	2	176	\$86 46	\$756 39	\$383 08	\$129 00
Alpena,				7	3	90				25 50
Antrim,			4	11	1	26				29 00
Barry,		750	4	36	3	86		124 40		59 00
Bay,			4	6	3	150	200 00			13 59
Berrien,	98	773	1	29	2	80	25 00	274 47	240 65	101 92
Branch,		175		17	3	115				57 25
Calhoun,	14	714	2	27	9	544		142 22	13 36	103 50
Cass,	25	725	1	25				290 46	36 00	279 75
Cheboygan,		130		10						9 00
Chippewa,				3						
Clinton,		150	3	21	5	190				69 50
Delta,	247	247	2	8				131 00		
Eaton,		1,555	2	37	15	404				98 75
Emmet,			1	6						18 00
Genesee,		15	2	37	2	60				123 50
Grand Traverse, ..	45	164	9	27	2	38	162 17		118 95	75 50
Gratiot,		65	7	31	3	100		17 57		91 75
Hillsdale,	93	904		32	5	116		1,183 20	45 30	111 00
Houghton,				13	4	10		78 51	129 42	20 00
Huron,		255	12	21	9	270		101 19	4 00	40 25
Ingham,		200	2	28	4	313		106 82		86 00
Ionia,		983	3	37	5	120				100 50
Iosco,	2	146		5			75 00			9 00
Isabella,		5	4	19	1	35	100 00			48 25
Jackson,		308	1	30	2	92		680 21		102 00
Kalamazoo,	30	740	1	19	9	113		705 18	103 00	50 25
Kent,		2,260	3	51	13	644				171 25
Keweenaw,	394	737		11	3	53			268 32	24 50
Lapeer,		323	1	38	2	37		97 70		131 50
Leelanaw,	69	469	6	19	4	103	45 00	33 28	137 60	36 25
Lenawee,	162	6,008	1	37	11	651		572 53	237 37	109 25
Livingston,		1,293		29	3	79		9 00		57 75
Mackinac,		335		11						32 00
Macomb,		622		16	7	455				37 76
Manistee,		100	2	5	2	12	31 82	99 55		39 68
Manitou,				4						5 00
Marquette,		118		19	1	13		469 68	200 00	30 00
Mason,			1	7						19 50
Mecosta,		186	5	21	1	24		62 14		77 50
Menominee,				1						
Midland,		120	2	8	1	20				27 00
Monroe,	87	3,535	2	36	13	616		133 74	124 68	112 25
Montcalm,		452	9	35	1	9	20 00	120 10	53 00	106 25
Muskegon,	8	243	5	21				19 34	12 00	92 65
Mewaygo,	4	634	8	26	2	20	29 33	404 27	17 50	57 50
Oakland,	118	2,541		32	7	185	11 00	746 41	166 10	85 00
Oceana,	19	169	10	30	7	145		25 00	25 00	112 00
Ontonagon,				6	2	112	100 00			
Ottawa,	46	1,845	4	26	2	76	5 00	193 13	35 00	87 10
Saginaw,	257	1,187	7	72	13	640	682 62	565 87	416 16	141 95
Sanilac,	20	1,055		22				14 56		54 50
Shiawassee,		314	5	38						116 50
St. Clair,	16	2,699	5	51	1	11		207 90	14 00	124 75
St. Joseph,	1	636	1	27	3	73		176 00	4 00	85 50
Tuscola,		436	2	25	1	15				76 52
Van Buren,		1,011	1	18	4	105		216 82		48 00
Washtenaw,		1,923	1	28	9	350		141 88	13 78	84 85
Wayne,	263	4,918	3	41	14	4,246		3,704 05	364 68	107 76
Total,	2131	46819	158	1398	219	11917	\$1573 40	\$11634 55	\$3216 92	\$4144 77

22 78

